

**IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY  
THROUGH ROLE-PLAY TO THE EIGHT GRADE STUDENTS OF SMPN 15  
YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

Presented as a partial fulfillment of the requirements for the attainment of the *Sarjana*  
*Pendidikan* degree in English Language Education



**By:**

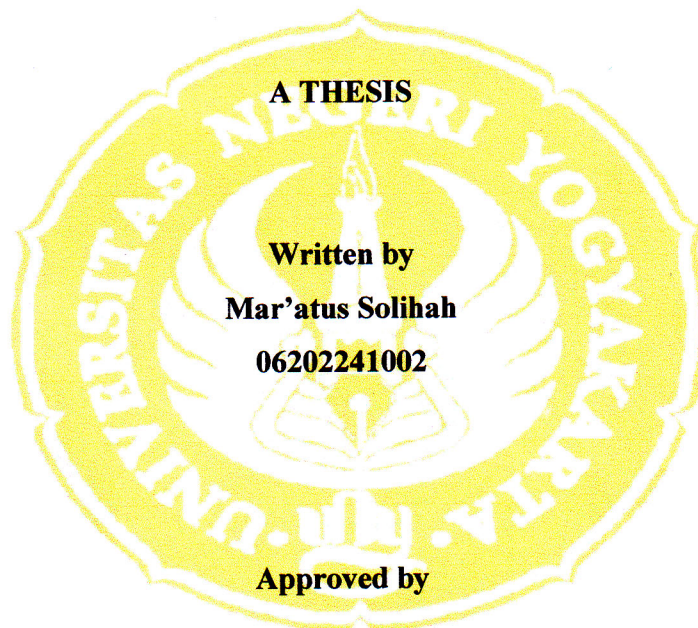
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2013**

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PLAY TO THE EIGHT GRADE STUDENTS OF SMPN 15 YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2013/2014**



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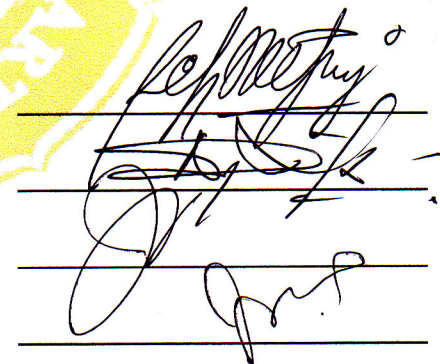
### IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY THROUGH ROLE- PLAY TO THE EIGHT GRADE STUDENTS OF SMPN 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

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### PERNYATAAN

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Yogyakarta, Juni 2013

Penulis



Mar'atus Solihah



## **MOTTOS**

If plan “A” did not work, the Alphabet has 25 more letters. Stay cool. (Nona Atus)

Now or never (Uyun Wulandari)

## **DEDICATIONS**

This thesis is dedicated to whom I love and who loves me:

- My beloved mother (Siti Nurfajri) and father (Zainal Abidin). Thanks for the never ending love, prayers, guidance, encouragement, and patience constantly which can't be measured with anything in this world. I love you more than I can say.
- My grandmother Siti Fatimah Syamsudin who has always showered me with love, affections, and prayers, and has been patient in waiting for my graduation.
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- My dearest friend : Ahdatul Islamiyah (Polo)
- My best friends at UNY campus: Dika Prahastiwi Cahyaningrum, Nurraufu and Noorfaizah.
- All of my best friends in Sanggar Nusantara. Still keep and love our culture and art.

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Yogyakarta, June 2013

The writer,

Mar'atus Solihah

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**ABSTRACT**

This study is action research. The objective of the study is to improve the English speaking learning process of grade VIII D SMPN 15 Yogyakarta through the Role Play technique in the academic year of 2013/2014.

The research was carried out at the first semester from 21 August until 4 September 2013. It involved the English teacher, the collaborator, and the students of grade VIII D. The steps were reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles, with three meetings in every cycle. The research implemented the Role Play technique in every meeting. The data were obtained by interviewing the English teacher and the students of grade VIII D, having discussion with the English teacher and collaborator, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, a photo camera, a cellular phone, and observation and interview guidelines. The data were in the forms of interview transcripts, field notes, observations' sheets, and photos.

From the actions conducted, it is concluded that there were successful and unsuccessful results when implementing the Role-Play technique in teaching and learning process. Using routines and simple classroom English effectively during the English teaching and learning process, implementing the Role Play technique, using various interesting activities, maximizing the use of available media, and giving point rewards for the students' involvement were successful to help the improvement of English speaking learning process. However, the use of long patterns of routines and classroom English, the use of some activities such as repeating and drilling activity were not successful. The students often protested when the teacher use long pattern of routines English. They also easily get bored when the teacher repeating and drilling the materials. However, by the actions, implementing Role-Play technique to the students could involve them actively in the teaching and learning activities. They also had more chances to practice their English orally and could improve their self-confidence to practice their speaking skill to communicate with the others.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

As stated in the School – Based Curriculum, English is needed in all schools to prepare for a competition in the globalization era. Based on the School – Based Curriculum, the teaching and learning of English is aimed to achieve communicative competence. Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English users. Thus, it is important for students to be taught English effectively in schools.

Actually, the teaching and learning process of English can be said to be successful when it runs effectively and efficiently. In this case, good interaction in the teaching and learning process between the teacher and students and among students, make the process of learning runs more effectively and efficiently. Therefore, it can be said that interaction is one of the factors that supports the success of the teaching and learning process.

Basically, to build a good interaction in the teaching and learning process, the teacher should create a class which gives an opportunity to students participate during the learning process. In this case, the opportunity can be achieved by making the students as the center of learning. This means that the teacher allows students to be

able to communicate each other, learn from each other, and help each other. Thus, the learning process is dominated by the students. Basically, such a good learning atmosphere is not implemented in the teaching of particular English skills but also in the four skills of English including speaking.

From those four skills, speaking is one of the skills that must be practiced orally. As the aim of English teaching in Indonesia is to build students' communicative competence, students have to communicate to others by using English during the English lesson. However, in practice, the students are not given sufficient opportunity to develop and practice the speaking skill. On the other hand, they have less opportunity to practice speaking in English when they are in and out the classroom. Besides, the activities in speaking are less communicative because the teachers give many theories to the students without instructing them to practice the language.

Based on the classroom pre-observation and interviews with the English teacher on July 17, 2013, these problems also happened in SMPN15 Yogyakarta that the activities during the English lesson seem to be boring and less interactive. The teachers only use LKS as learning material, which consists of reading and writing activities only; therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the lesson.

When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students. In the view of that, the researcher proposes one of the suitable techniques in the teaching of speaking that is Role Play. Role play is very important in teaching speaking because it gives students an opportunity to practice and develop their communication skill in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

Starting from this point, the writer is intended to conduct a research entitled "Improving The Students' English Speaking Ability through Role-Play to the Eight Grade Students of SMPN15 Yogyakarta".

## **B. Identification of the Problems**

We cannot deny the problems during the instructional process. The problems of English teaching seem to be particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is the English teachers who are directly involved with the instructional activities, must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

Based on the preliminary study conducted at SMPN15 Yogyakarta, the researcher found out some problems related to the instructional activities in this

school. The problems come from the teacher, the students, and also the activities and media. The identifications of the problems are as follows:

Then first problem comes from the teacher. This problem focuses on the English teacher's use of teaching techniques. The teacher seldom uses interactive teaching techniques such as discussion, games or group work. She mostly uses individual and pair work that make the students bored of the lesson. Besides, the teacher mostly focuses on the students' writing and reading skill and she seldom gives speaking skill so far. When giving speaking practice she does not give the students sufficient time to practice so that some of the students cannot do the practice well. In addition, she does not give the students opportunity to express their ideas and doing problem solving task in English in the teaching learning process.

Since a teaching technique has an impact on the success of the teaching and learning progress, it is important to apply a technique appropriately in presenting an instructional material in order to attract the students' attention toward the presented material and to make the students actively participate in the learning activities. The fact that the teaching of speaking skill in the form of dialogues memorization was mostly dominated in the teaching and learning activities, the technique of the teaching of speaking through dialogues tended to be ineffective since it causes boredom to the students. Besides, this technique seems unchallenging because the students' language mastery seems to be restricted to memorizing words and sentences without practicing the use of the words and sentences in meaningful way. Thus, this monotonous



teaching strategy not only made the students bored but also made them felt awkward in using the language which in turn affects their speaking ability and interest in the subject. Thus, it is urgent for the teacher to create a different classroom variation in order to encourage the students to practice their speaking skill in a more contextual and meaningful way.

The second problem is related to the students. Because of the fact that teacher rarely uses discussion activities, group work, games, media like videos, audios, or pictures, as the result, most of Grade VIII students of SMP N 15Yogyakarta are not really interested and motivated in the speaking lesson. Moreover, most of the students are reluctant and shy when they are asked to speak English or perform a conversation. When they are asked to speak English, they cannot pronounce the English words appropriately.

Meanwhile, the last problem comes from the activities and media. The teacher rarely uses activities that can motivate the students to speak English. The activities implemented by the teacher are sometimes not interactive. She mostly uses individual practice so that the interaction between students is very limited. Moreover, she seldom uses media to make the students interested in joining the lesson. She seldom uses pictures, cards, videos, audios and other media that can be used as additional teaching resources in the class. To make the learning activities more interactive and allows the students interested joining the learning activities, role-play technique can be used because it gives the students an opportunity to practice and develop their

communication skill in different social contexts and different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. Therefore, the researcher tries to implement these activities in the speaking teaching and learning process in order to improve the students' speaking ability and involvement.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher limits the problems and focuses on the effort to improve the speaking skill of the students. The researcher does not have enough time to handle all of the problems in this school because she only has limited time to conduct this research. Related to these reasons, the effort done in this research is limited to improve Grade VIII students' speaking ability at SMP N 15 Yogyakarta by using role play technique.

### **D. Formulation of the Problem**

Based on the background and the problems found in the setting, the question that will be addressed in the formulation of the problem is "How can the speaking ability of the eight grade students of SMPN15 Yogyakarta be improved through roleplay technique?"

### **E. Objective of the Study**

Based on the formulation of the problem, the objective of the research is to describe how role plays technique are implemented to improve the teaching and learning process of speaking for Grade VIII students of SMP N 15Yogyakarta.

### **F. Significants of the Study**

The researcher expects that this research will give significant contribution to some parties such as the English teacher and the school in which the research is conducted. Besides, the researcher should also take the advantages of conducting the research. The significances are classified into theoretical and practical ones.

#### **1. Theoretical Significance**

This research can be a resource for other researchers in conducting similar research.

#### **2. Practical Significances**

##### **- To the English teachers**

English teachers can get new experience about how to teach speaking and apply the technique in teaching and learning process and it would be a sample opportunity to improve the quality and variety of teaching speaking skill to the students.

##### **- To the researcher**

By using role plays technique to teach speaking, the researcher can make use the experience for her future as a professional teacher.

- To the students,

Through role play technique applying in speaking, it would be an effort to improve their English proficiency.



## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

#### **2. Speaking**

##### **a. The Nature of Speaking**

Many experts define speaking in different ways. Brown and Yule (1989: 26) state, “Speaking is to express the needs—request, information, service, etc.” The speaker says words to the listener not only to express what in his mind but also to express what he needs whether information or service.

Moreover Djiwandono (1996: 68) defines speaking as an active activity of someone in using language to express himself orally. He adds that an oral message consists of some words constructed grammatically that are spoken by the speaker correctly, so the listener can obtain and understand the meaning of the message well organized.

Whereas Chaney (1998:13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. And Hornby (1995:1140) states that to speak is to know and to be able to use language or to say something or express oneself in a particular language.

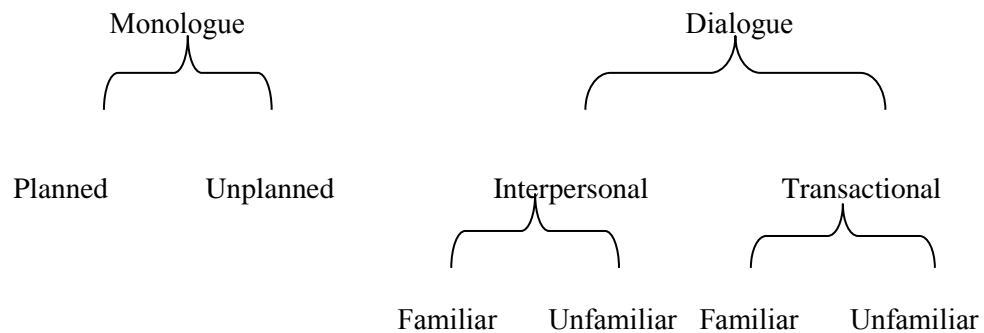
Thronbury cited in Johnson and Morrow (1981:70) defines speaking as “an activity involving two or more people in whom hearers and speakers have to react to what they hear and make their contributions at speed of a high level”. In speaking, each participant has a purpose or an aim that he wants to attain. He has to be able to interpret what is said to him and reply with the right answer to the speaker. He also needs to meet his own intentions to reply to the speaker.

Furthermore, Byrne (1992:9) affirms that speaking is the ability to express oneself intelligibly, accurately, reasonably and without too much doubt. He cites that speaking means making use of language in an ordinary voice. So, according to him speaking ability can be defined as the capacity or power to make use of language in an ordinary voice.

From some definitions above it can be concluded that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts that involving two or more people in whom hearers and speakers have to react to what they hear and make their contributions at speed of a high level.

## b. Types of Spoken Language

Brown (2001:251) gives the chart of oral language types.



**Figure1.** Types of oral language (adapted from Nunan 1991)

In monologues, when one speaker uses spoken language for any duration of time, as in speeches, lectures, new broadcasts, and etc, the hearer ought to process long stretches of speech without interruption; the flow of speech will go on whether or not the hearer comprehends the speech. There are two types of monologues, they were planned and unplanned monologues. Planned monologue is opposite from unplanned monologues, they have different considerations in their discourse structures. Planned monologues such as speeches, usually maintain little redundancy and therefore it is relatively difficult to comprehend. Unplanned monologues such as long stories in conversations exhibit more redundancy and therefore it is usually easy to comprehend.

Dialogues involve two or more speakers and can be subdivided into those who exchanges that promote social relationship or interpersonal and those for which the

purpose is to convey factual information or transactional. In each case, participants may have a good deal of shared knowledge; therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and etc. In conversations between or among participants who are unfamiliar with each other, references and meaning have to be made more explicit to get the right understanding. When such references are not explicit, misunderstandings can easily follow (Brown: 2001:251).

### **c. Aspects in Speaking**

According to Syakur, (1987: 3) there are at least four parts of speaking skill they are comprehension, grammar, vocabulary, pronunciation, and fluency.

#### **1) Comprehension**

Oral communication undoubtedly involves a subject to react to speech as well as to begin it.

#### **2) Grammar**

It is required for students to fix up a correct sentence in conversation. It is in line with Heaton (1978: 5) saying that student can differentiate suitable grammatical form unsuitable ones. The usefulness of grammar is also to find out the accurate way to increase skill in a language in oral and written type.

#### **3) Vocabulary**

One cannot communicate successfully or put across their ideas both in the oral and written forms if they do not have plenty of vocabulary. So, vocabulary represents the appropriate pronunciation which is used in communication.

#### 4) Pronunciation

Pronunciation is the manner for students' to turn out understandable language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that control how sounds vary and pattern in a language.

#### 5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

### **d. Types of Spoken Activity**

There are some activities to promote speaking (Kayi, 2006: 2) as follows:

#### 1. Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given period of time, and presents their opinions to the class. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. Fauziati (2002: 134) states that the main aim of group discussion is to improve fluency, grammar in probably best allowed functioning as a naturally communicative context.

## 2. Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. (Richards, 2003: 222). While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

## 3. Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

#### 4. Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

#### 5. Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274).

#### 6. Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. A dialogue is two sides communication. It means we do not just have to express something but we should understand what people say (Podo and Sulaiman, 1995: 25).

In addition, there are six types of classroom speaking performances. They are imitative, intensive, and responsive speaking performances, extensive

monologs, transactional and interpersonal dialogs. The focus of the imitative speaking performance is in some particular elements in language forms, not for a meaningful interaction. Drilling is a kind of imitative activity. By drilling, the students can get a chance to listen and to repeat certain strings of language orally that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity (Brown, 2001).

### **3. Teaching Speaking**

This sub-chapter describes important matters concerning teaching speaking. It is presented in some sub-headings. They are the notion of teaching speaking, characteristics of successful speaking activities, the roles of teachers and students during the teaching learning of speaking lesson, the characteristics of senior high school students, teaching speaking for senior high school students, school - based curriculum (KTSP), standard of content, method of teaching speaking, technique of teaching speaking, teaching media, system of evaluation, and using English for the classroom management.

#### **a. The Notion of Teaching Speaking**

According to Hornby (1995: 37) teaching means giving the instruction to (a person), give a person (knowledge skill, etc). While speaking is mean to make use of



words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart. 1998:2).

Meanwhile, Harmer (1991:46) states that speaking happens when two people are engaging in talking to each other, we can be fairly sure that they are doing so for good reasons. Clark and Clark (1977:277) state in speaking people put ideas into words, talking about perceptions, feeling, and intention. They want other people to comprehend. They ask the listeners or receiver to get information.

There are five variables that are involved in language learning. They are social context, learners' characteristics, learning condition, learning process, and learning outcome (Stern, 1983:338). Based on Stern's statements above, it can be concluded that teaching speaking will be successful when the five variables are involved.

1. The social context

This variable suggests the learners' activities in making communication. The more he/she communicates, the better the result will be. The social context enables the students to be motivated and encouraged.

## 2. Learners' Characteristics

The psychological factor of the learner plays an important role in relation to communicative speaking. If a learner is always nervous and lacks confidence, for example, he/ she will get the worst result.

## 3. Learning Condition

Learning condition refers to situation in which one learns. When a learner gets perfect learning aids, such as audio visual aids, books, and comfortable place, he/ she can develop his/her skill well.

## 4. Learning Process

Learning process is best understood as threefold involving the learner intellectually/ cognitively, socially, and affectively.

## 5. Learning Outcome

When a learner does not know what she/he learns for, his motivation will get weaker and weaker. However, if she/he knows that the target of his learning is clear, such as competition, graduation, and exhibition, he/ she automatically increases his or her motivation. Clark and Clark (1977:223) state that speaking is fundamentally an instrument act. Speakers talk in order to have on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.

**b. Characteristics of Successful Speaking Activities**

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). This statement is supported by Munjayanah (2004: 16) saying that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

**c. The Roles of Teachers and Students during the Teaching and Learning of Speaking**

During the lessons the teacher needs to manage the activities and the learners in the classroom in different ways. Teacher's roles mean they need to behave in different ways at different stages of the lessons. Every teacher changes roles during a lesson. Those roles will be appropriate with the type of lesson, activities, lesson aims and the level and age of the learners. The teachers sometimes act as a planner, an informer, a manager, a parent or a friend, or a monitor. There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states below:

The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a).

The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level. (Harmer, 2001a).

The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

Nunan(1989:86) states that in oral interaction tasks, students are required to put language role a range of uses, to use language which has been imperfectly mastered, and to negotiate meaning rather than simply repeating and absorbing the language.

However, not all students are good learners who have the consciousness of the importance of learning. There are often many reluctant students in the class, especially when dealing with speaking. Here, the teacher should play his roles appropriately to help the students successful in learning speaking.

#### **d. Teaching speaking in Junior High School**

The teaching of speaking in junior high school should be based on the basic competency and standard of competency as states in the standard of graduation competency. Mulyasa (2008: 109) states that relating to the school based curriculum, national education department has prepared standard competency and basic

competency for every subjects, which is used as the guide for the teachers in developing the school based curriculum in every school.

1. Standard competency in speaking

According to the standard competency of speaking stated in School Based Curriculum, after the students learn speaking subject they are expected to be able to:

- a) Express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.
- b) Express meaning of functional oral texts and short simple monologue in the descriptive and recount texts to interact with surrounding.

2. Basic competency

The objectives of teaching speaking in junior high school students can be reflected on the basic competency that have prepared by the government. By having speaking subject in the school, the students are expected to be able to:

1. Express meaning in the transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently and appropriately to interact with surrounding including asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying the facts, asking and giving opinion.

2. Understand and give responses to the transactional dialogue (to get things done) and interpersonal dialogue (socialization) by using oral various language accurately, fluently and appropriately to interact with surrounding including inviting, accepting, and refusing invitations, agreeing and disagreeing, praising and giving congratulation.
3. Express meaning in the form of short functional spoken text by using various spoken language accurately, fluently and appropriately to interact with the surrounding.
4. Express meaning in short simple monologue by using various spoken language accurately, fluently and appropriately to interact with the surrounding in the form of descriptive and recount text.

By looking the basic competency of speaking, the teachers also will know the scope of speaking materials that will be taught to the students. The materials include the language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying the facts, asking and giving opinion, inviting, accepting, and refusing invitations, agreeing and disagreeing, praising and giving congratulation, and genre or text type that are descriptive, recount and narrative texts.

**e. The syllabus of Junior High School**

Brewster and Ellis (2003: 233) say that a syllabus provides a list of the language items that are to be taught, how they are to be taught, in which order, and how long it should take to teach them. Therefore, Mulyasa (2008: 190) defines school based curriculum syllabus as a lesson plan in every subjects with certain theme, include the standard of competency, basic of competency, materials, indicators, assessments, time allocation, and learning source should be developed in every school. The teachers in the junior high school can decide the best course for their students and how to implement the course which suitable with the students needs. The syllabus also can help the teacher to create and arrange well planned lessons which can make them more professional and confidence.

**f. System of Evaluation**

Evaluation is usually used by the teacher at the end of the lesson. The function of evaluation or assessment is to give feedback for the learner during their learning activities. According to Harmer (2001: 101) parts of teaching evaluation are:

- a. Comments:  
Commenting on student performance happens at various stages both in and outside the class. The teacher may say *very good*, *good*, and *that's not quite right*.
- b. Marks and grades:



When students get good grades, their motivation is often positively affected. However, bad grades can be extremely disheartened.

c. Reports:

At the end of year some teachers write reports on their student's performance. Such reports should give a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospects.

Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not the same as testing grammar.

Therefore, it is important to know some aspects of assessing students' speaking ability (Thornbury, 2005). These aspects are used when the teacher applies analytic scoring.

The first aspects are grammar and vocabulary. In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary.

The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also,

the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed.

The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes the ability to use functional language and strategies to maintain or repair interaction. Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monolog, recorded monolog, and collaborative task and discussion.

On the other hand, Luoma (2004) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. She claims that the development and use of speaking test is a cyclical process in which it begins with a need for speaking scores and ends with the use of the scores.

In addition, she states that before making the rating scale, the examiner (the teacher) usually makes a test development process and a two-step testing process. In the two-step testing process, the test is firstly administered and then scored. The administration is an interaction between the students and other students to complete the tasks, and it produces the test discourse. Then, the rating is an interaction between

the teacher as the rater, the criteria and the performances included in the test discourse to produce the scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2005) and Louma (2004), the researcher proposes to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. The criteria or aspects of the assessment can be the same as Thornbury's criteria, such as grammar, vocabulary, fluency, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that the assessment criteria become more detail. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detailed and easier.

#### **g. Using English for the Classroom Management**

Classroom management refers to actions and strategies teachers use to maintain order in the classroom. (Burder and Bryd, 1999 citing Doyle, 1986). According to Littlewood (1981), language learning can be promoted by using the language being learned to manage the classroom. English has to be used to begin and end lessons, organize activities and solve problems arising. It is, therefore important to provide learners as soon as possible with the language needed for routine classroom affairs in order to establish the foreign language as the medium for organizing activities.

## **h. Types of Classroom Speaking Performance**

Brown (2001) mentions six categories apply to the kinds oral production that students are expected to carry out in the classroom. They are:

### **1) Imitative**

Imitating is done not for the purpose of meaningful interaction, but for focusing on some particular element of language form. One of the activities is through drilling. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty. They also help to 'loosen the tongue' and to associate selected grammatical forms with their appropriate context.

### **2) Intensive**

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language.

### **3) Responsive**

It means that students give short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

### **4) Transactional (dialogue)**

It is carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Monologue can be in the form of oral reports, summaries, or short speeches. They can be planned or unplanned. The register is also more formal and deliberative.

#### **4. Teaching Speaking through Role Play**

##### **a. Definition of Role Play**

In Cambridge International Dictionary of English, *role* defined as the person whom an actor represents in a film or play, while *role play* is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.

In this case, Gillian Porter Ladousse illustrated that when students assume a 'Role' they play a part (either their own or somebody else's) in specific situation. 'Play' means that is taken on in a safe environment in which students are as an inventive and playful as possible.

According to Crookal and Oxford, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are, simulation, games, role play, simulation game, role play simulation, and role playing game.

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

In defining role play, Donn Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

- ✓ *Mime*, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- ✓ *Role play*, the participant interact either as themselves in imaginary situations.
- ✓ *Simulation*, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes an action, the others try to guess what it is.

Another definition is stated by Joanna Budden in British Council Teaching English (BBC) on her article with the title 'Role Play'. She said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. What is meant by imaginary people is that students can become anyone they like for a short time. The President, the Queen, a millionaire, a pop star, the choice is endless.

Another definition is stated by Harmer in his book *How to Teach English*. He said that role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. We may tell them to role-play being guests at a party, travel agent answering customer questions or participants in a public meeting about a road-building project for example. Role-play is more than just play-acting: it offers chances for rehearsal and engagement that some other activities fail to give.

From those explanations above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in

scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

#### **b. Types and Procedures in Using Role Play**

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

##### **1) Scripted Role Play**



This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

For more details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is:

Angela : Good morning. I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : To Singapore? That will be 30 pence, please.

Angela : (give the clerk 50 pence) Here you are.

Clerk : Here's your stamp, and here's 20 pence change.

Angela : Thank you. Where is the post box?

Clerk : You want the air mail box. It's over there, by the door.

**(Adapted from living English book 2: A.G. Abdalla et al)**

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

- First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

- If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
- Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

## **2) Unscripted Role Play**

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

The example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows:

One student has lost a bag.

He/she is at the police station.

The other student is the police officer, and asks for details.

To bring out these ideas:

- (1) The teacher could prepare the whole class, by:
  - a. Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
  - b. Writing prompt on the board to guide the role play, and any key vocabulary.
- (2) The teacher could divide the class into pairs, and:
  - a. Let them discuss together what they may say.
  - b. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are several procedures in using role play:

- a. Students read and familiarize themselves with the (example) dialogue.
- b. Divide the class in pairs, A and B, give A and B roles from the dialogues.
- c. Let students act out their role play, not just say them but students should read it loudly.

- d. Walk around correcting and checking.
- e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

**c. Significance of Role Play in Teaching Speaking**

It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Larsen Freeman explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role - play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

- a. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.
- b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- d. Role play helps many shy students by providing them with a mask.
- e. Perhaps the most important reason for using role play is that it is fun.

In conclusion, role play is a technique which can develop students' fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching – learning process more enjoyable.

## **5. Relevant Studies**

Many researchers had discussed about their research in English teaching speaking. Related to the writer's title of this paper, the first relevant study was done by Muljayanah (2004). In her research, she describes about the implementation of communicative language teaching, the strength and the weakness of teaching speaking using communicative language teaching.

The second study was done by Susanti (2007). In her research, she describes that one of the effective activities to teach speaking is using role play activities. According to her, role play are very important in teaching speaking because they give a lot of opportunity to practice in different social contexts and social roles. She also states that role play activities make the teaching learning process of speaking more enjoyable and interesting.

## **B. Conceptual Framework**

To achieve the improvement of the speaking ability of the students, the researcher has to make some efforts in the action research. For the sake of the success of the research, it is important for all research members to work collaboratively. The

improvement on learning achievement needs a process; it means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, teachers, and the educational institution.

Considering the need of improving the speaking ability of students, the researcher has to identify and implement some efforts in the field. There are some steps that would be done by the researcher, firstly, the researcher will observe and identify the problems in the field. Secondly, she and the English teacher try to find some efforts which are considered as the solution. Finally, the actions are implemented. Considering time allocation, the research is stopped when the actions are already carried out, with the expectation that they could be carried out continuously.

## **CHAPTER III**

### **RESEARCH METHOD**

This section discusses the research design, research setting, instruments, data analysis technique, research validity and reliability, and research procedure.

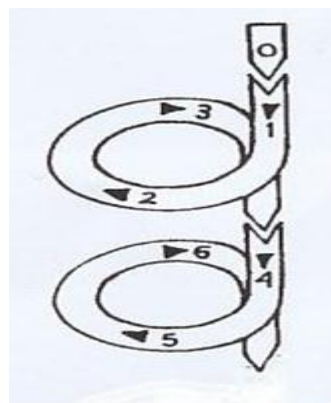
#### **J. Research Design**

Based on the research objective, this research belongs to action research. Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr and Kemmis 1986: 162). The process begins with the development of questions, which may be answered by the collection of data. Action implies that the practitioner will be acting as the collector of data, the analyst, and the interpreter of results.

Besides, action research or participatory action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. Action research is done simply by action, hence the name. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice. As designers and stakeholders, researchers work with others to propose a new course of action to help their community improve its work practices (Center for Collaborative Action



Research). It is to find the problems during teaching learning process, and to find the solution of the classroom dilemma in class VIII D of SMP Negeri15 Yogyakarta. The research team members worked collaboratively to find the problems concerning interaction in the English teaching learning process and then identify the problems, plan, and carry out the actions, and make an evaluation, reflection, and discussion of the actions implemented. The processes in action research can be shown in the schema below:



- 0 = the problems
- 1 = Planning
- 2 = Action and observation I
- 3 = Reflection I
- 4 = Revised plan I
- 5 = Action and observation II
- 6 = Reflection II

**Figure 2.** Kemmis & McTaggart's Action-Research Cycle. (Burns, 1999: 33)

Based on Figure 2, the researcher, the English teacher, and another research team member (collaborator) identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two cycles.

## **K. Research Setting**

The study took place in SMP N 15 Yogyakarta in the first term of 2013/2014 Academic Year. It was located on Jl. TegalLempuyangan No. 61, Yogyakarta. The researcher took this school because according to the researcher observation, the students of SMP Negeri 15Yogyakarta still have many problems in learning Speaking, and also the limited of teacher's technique in teaching speaking.

This activity was done in class VIIID, it is consisted of 34 students. The ELT process is carried out every Wednesday at 10.10 am - 11.30 am and every Saturday at 08.35 am – 09.55 am.

## **L. Subjects of the Research**

The subjects of this study were students of grade VIIID of SMP Negeri 15Yogyakarta in the academic year of 2013/2014. The class had 34 students, consisting of 14 male students and 20 female students . The age of the students were fourteen up to fifteen years old. Most of them came from the middle upper economical background. Some of them lived near the school.The researcher chose VIIID class as the subjects of the research because this class needed to be improved in terms of the students' motivation to speak in English.

The object of the research was the English teaching learning process in Class VIIID of SMP Negeri 15Yogyakarta. The objective of the action was improving the process of teaching and learning speaking in Class VIIID of SMP Negeri 15Yogyakarta.

#### **M. Time of the Research**

The researcher conducted the action research in the first semester of the academic year of 2011/2012. The observation began on July 17, 2013. The actions were conducted from August to September 2013. In conducting the actions the researcher followed the school academic calendar in which the English class was taught two times a week and each meeting had 80 minutes. The schedule of English for class Class VIII D of SMP Negeri 15 Yogyakarta was at every Wednesday at 10.10 am - 11.30 am and every Saturday at 08.35 am – 09.55 am. The actions were completed in 4 meetings.

#### **N. Instruments**

In this research, the key instrument was the researcher. The researcher with the other research team members worked together in collecting the data. In the reconnaissance stage, to collect the weaknesses of the English teaching learning process, the research worked collaboratively with the research members. Generally, the data were collected through observation guidelines, a photo camera and in-depth-interview guidelines. The researcher observed the English teaching learning process with other research team members to identify the problems. In the action stage, the researcher observed the English teaching learning process and conducted in-depth-interview to other research team members.

The data gathered were written down in the form of field notes of the teaching and learning process, photo of the teaching and learning process, and interview transcripts. There were two kinds of in-depth interview guidelines in the reflection

steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their speaking ability, and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, and the students' involvement during the teaching and learning process.

#### **O. Data Collection Procedure**

The data were qualitative in nature. They were obtained by interviewing the English teacher, the collaborator and the students of class Class VIII D of SMP Negeri 15 Yogyakarta, observing the teaching and learning English process in class VIII D, and taking some pictures of teaching and learning process in the class. In order to obtain the data, the researcher did several activities. They were observations and interviews.

1. Through the observation, the researcher found out information, especially the information related to the interaction in the English teaching learning process.
2. Through interviews, the researcher asked information directly from the other research team members about the English teaching learning process.

Then, in the reconnaissance step, after conducting the observation and interview with the students and English teacher, the data which were field notes and interview transcripts were collected. In the action and observation steps, the data of the field notes were also collected. The field notes were made based on the descriptions in the observation guidelines which were completed by the collaborator during the

implementation of the actions. In the reflection steps, the data of interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. Here, the interview transcripts were used to give a clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

#### **P. Data Analysis Technique**

After conducting the research, the researcher analyzed the data from the field note of the observations, and interview transcript given to the students. The researcher also used triangulation to avoid the subjectivity of the data analysis. The triangulation was done by comparing the data from the observations and interviews, also by comparing the data from all of the research members.

The data were gained from the action conducted in the field. The data were analyzed from the field notes of observations and interview transcripts. The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher had authentic data, which could help her in interpreting the data. To assess the validity and reliability of the data, the researcher followed the criteria proposed by Burns (1999: 161-162). The validity of the research was democratic validity, result validity, process validity, catalytic validity, and dialogic validity.

## **Q. Research Validity and Reliability**

Burns (in Madya 2006: 37 -45) states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

### **a. Democratic Validity**

Burns (in Madya 2006 : 38) states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In other to get democratic validity, the researcher interviewed the stakeholders of SMP Negeri 15 Yogyakarta (headmaster, teachers, and students). In the interview, the stakeholders were given chances to express their ideas, opinion, and attitudes toward the problems faced where the focus was to look for the solution of the problems. The interview was conducted when the research was going on.

### **b. Outcome Validity**

Outcome validity is related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also discussing new questions in the related research (Burns, in Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the Class VIII D of SMP Negeri 15 Yogyakarta in a scheme in order to make new questions. The researcher did this when the researcher does the reflection in the end of the action.

### **c. Process Validity**

Process validity means that actions that are done in the research are believable (Burns, in Madya 2006:40). To get the process validity, the researcher got the data by doing observation, and taking notes during the research. The researcher noted anything that happened in the teaching learning process of Class VIII D of SMP Negeri 15 Yogyakarta. It means that during the research, the researcher observed the participants of the research, the researcher focused her attention only on anything that could be caught by the researcher's senses.

d. Catalytic Validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves. (Burns, in Madya, 2006: 43). The researcher got the catalytic validity through the cycle of the action plans, implementation and its observation, and reflection that were done at grade Class VIII D of SMP Negeri 15 Yogyakarta.

e. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research. (Burns, in Madya 2006 : 44). To get the dialogic validity, the researcher did the peer review in action research. It would mean dialogues with practitioner peers, either through collaborative enquiry or reflective dialogue with "critical friends" or other practitioner research.

## **R. Research Procedure**

In conducting the action research, there were some procedures that must be followed for each cycle, those procedures were:

### 1. Determining the thematic concern (Reconnaissance)

The researcher identified the problems from the observations, questionnaires, and interviews conducted by the research members. Then, the researcher made a list of identified problem. Then, all the research members discussed to choose the problems that were very urgent and manageable to overcome.

### 2. Planning

After getting manageable problems to overcome, the research members worked collaboratively to find possible actions to overcome the problems. Then, the researcher made a list of some plans that have been agreed by the research members, and the researcher formulated the plans of action that would be implemented.

The formulation of the plans included the materials that would be given in the action. The materials were taken from many resources with some adaptations. After that, the researcher designed the lesson plans and consulted them with the teacher and the collaborator.

### 3. Acting and observing the action

After formulating the plans including the materials and the lesson plans was agreed by the research members, and then the researcher implemented the actions in the class. The researcher did the actions and the English teacher of



class VIII and the collaborator observed the students' speaking ability during the implementation of the action.

#### 4. Reflection

After implementing the action, the researcher did some interviews to the research members and students to know whether the action had significant effects or not. After doing evaluation, the researcher and other research members analyzed the research findings. Based on the result of the analysis, the researcher, the teacher, and the collaborator could continue to formulate the plans for the next cycle.

## **CHAPTER IV**

### **THE RESEARCH FINDINGS**

There are some important themes related to the research findings discussed in this chapter. These are presented in three headings; reconnaissance, the implementation of the actions and general findings.

#### **D. Reconnaissance**

The research procedure started with the formulation of problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings, 17 and 19 July 2013 and the interviews were conducted on July 17, 2013, the interview guideline can be seen in appendix. The observations and interviews were carried out in the first semester of the academic year of 2013/2014.

##### **1. Identifying the field problems**

The researcher as one of the research team members conducted the research and worked collaboratively with other research team member. To identify the field problems of the English teaching and learning process in Grade VIII, she had some interviews with the headmaster of the school, English teacher and the students. She also conducted some observations during the English teaching and learning process. Below is one of the field notes during the observation.

The researcher came to the school at 09.00 am to meet the English teacher to conduct the observation. Before conducting the observation, the researcher first interviewed the English teacher about the English teaching process in this school, especially for the grade eight. The researcher has selected class VIII D to be observed in. The class began at 10.10 a.m. At first, the English teacher greeted the students by saying “*assalamualaikum*” then the student responded “*waalaikumsalam*”. In this meeting, the teacher called the roll, then the English teacher asked them about the previous homework, some of the students did not pay attention and some of them were exhausted because the previous meeting was athletics class. The teacher again asked about the previous material, two and four students answered “*Descriptive Bu!*”, and then teacher asked them about the definition of narrative text, the students answered “*lupa Bu*”. Then the English teacher asked the students to present the text. It was about descriptive text. No one of them wanted to read the text out loud. Then the English teacher pointed one student by the student number. “*Absent number 15, please read the paragraph three*” When the student read the text, she mispronounced some words, “*family*”, the teacher gave feedback on her. Then when teacher asked another students to read the last paragraph of the text, some of the students said “*sayabu*”. And after that the teacher asked them to summarize the text. The students used dictionary in finding some difficult words, after they finished, the teacher continued to give the other example of descriptive text. After the teacher explained about the text, in this section, the teacher asked and elicited the question to the students based on the text, the teacher asked the students about the generic structure of the text, some of the students seemed confused about the material, some of them were confused about the teacher’s instructions, some of them were in action to the materials and some of them run over their friends, then the teacher asked them to sit down. Because the class was noisy, the teacher wrote down the instruction on the whiteboard. At the time when teacher still wrote down, one of the students went to the toilet, and other students in group did the task. While the students did the task, the teacher came to their chair to ask a help. However, the students that sat in the back row were noisy, and then the teacher said “*please, talk less do more*”. In the last minutes of the meeting, the students were focus, the teacher explained the material based on the LKS, after that the students did the exercises in the LKS. The time ended when students were doing the exercises, the class ended at 13.30 and the teacher asked the students to finish the exercises at home.

After conducting some observations in the class, the researcher interviewed some students and she had a discussion with the English teacher. Based on the observations, interviews, and discussion, the researcher and the English teacher identified some problems that occurred in the English teaching and learning process.

The identified field problems occurred during the teaching and learning process could be seen below:

**Table I**  
**The field problems found during the teaching and learning process**

No	Problems Found	Indicators
1.	The students were not given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views.	The teacher only used <i>LKS</i> as learning material, the teacher mostly focused on the students' writing and reading skill, she seldom implemented speaking skill
2.	The opportunity of the students to deal with oral activities was low. Especially discussion activities. They did not have chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication	The teacher mostly asked the students to work in pair, she rarely asked the students to work in group which can improve the students' participation in the classroom
3.	The students could not practice the language function they have learnt because there was no student-students interaction	When giving speaking practice, the teacher did not give the students sufficient time to practice so that some of the students did not do the practice well.
4.	The students seemed not really interested and motivated in the speaking lesson	The teacher never gave rewards to motivate the students. Meanwhile, the teacher rarely used interesting media like pictures, videos, or audios in the classroom.
5.	The students were reluctant and shy when they were asked to speak English or perform a conversation	The interaction of the students was very low. They lacked opportunity to practice in and out of the classroom.

To make the list problems valid, the researcher asked the English teacher to check the problems. Based on the discussion with the teacher, those problems in Table 4.1 were considered feasible to overcome.

## 2. Determining the research problems

After discovering the field problems, the researcher and the English teacher discussed further to figure out the manageable problems to be solved. The problems were related to the students' speaking ability and the English teaching-learning activity. The students of Grade VIID had less opportunity to speak more, because they had no chance to do speaking activity. The English teacher rarely used more fun speaking activities in the teaching learning process. Besides, the students could not practice the language function they have learnt because there was no student-student interaction. The English teacher mostly asked the students to do individual work, she rarely asked the students to work in group which can improve the students' participation in the class.

Besides, the teacher never gave rewards to motivate the students, so the students seemed not really interested and not motivated in the speaking lesson. Besides, since the less practice and less interaction of the students in the teaching learning process, the students were reluctant and shy when they were asked to perform and to speak English or conversation. Moreover, the English teacher rarely used media like pictures, videos, audios, and many others, the teacher only used *LKS* as learning materials, consequently, the students seemed getting bored with the materials given.

Starting from that, to make the students motivated in exploring their ideas in the teaching learning of speaking, the researcher needed to solve them.

### 3. Determining the actions to solve the field problems

After the researcher and the English teacher identified the most important problems that needed to be solved, they discussed again the point of those problems. After discussing them, the researcher and the English teacher agreed that those problems were related to speaking teaching learning process. Then, the researcher and English teacher tried to look for the appropriate ways to improve the students' speaking ability. The description of the problems found and the solutions can be seen in the table below.

**Table II**

#### **The problems and solutions**

No	Problems Found	Solutions
1	The students were not given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views.	Applying role play activity to motivate the students to speak confidently.
2	The opportunity of the students to deal with oral activities was low.	Applying role play activity to motivate the students to speak confidently.
3	The students could not practice the language function they have learnt because there was no interaction among the students.	Applying role play activity to motivate the students to speak confidently.

4	The students seemed not really interested and motivated in the speaking lesson.	Giving rewards to motivate the students in joining the teaching learning process. Besides, using many kinds of media like pictures, or audios in the teaching and learning process.
5	The students were reluctant and shy when they were asked to speak English or perform a conversation.	Applying role play activity to motivate the students to speak confidently.

## **E. The Implementation of the Actions**

### **3. Report of Cycle I**

#### **a. Planning**

Considering the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing role play activities in the teaching and learning process of speaking. These are described as follow.

##### **1) Using classroom English during the teaching and learning process**

During the actions, the researcher took a role as the teacher in the class. The researcher planned to use classroom English during the teaching and learning process in order to make them more familiar with English words and they could increase their opportunities to speak English in the class. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to ask the students' condition, to call the roll, to outline the materials, to explain the goal of the teaching and learning process, to ask the questions about the material, to check the students' understanding, to summarize and reflect the lessons, to review the upcoming

materials, to give feedback, and also to end the lesson. During this cycle, the researcher agreed to use classroom English in whole meeting so that the students were familiar with the English instruction.

## 2) Implementing some role play activities through many kinds of tasks

The role play activities were used to increase the students' speaking ability in the form of the ability to practice their English in the classroom actively and to encourage students' participation in the teaching and learning process. These activities involved the students to work in groups and in pairs. The researcher asked the English teacher about the materials that would be taught in the first cycle. There were three meetings done in this cycle. The English teacher mentioned some points based on the basic competencies and standard competencies of the *KTSP*. Then, the researcher and the English teacher divided the materials into three meetings. The learning materials of the first cycle are as follow.

**Table III**  
**The learning materials of the first cycle**

No	Day / date	Topic and material	Skills
1.	Wednesday 10.10-11.30 August 21, 2013	Recount text "Going to a book store" The other examples of recount text Generic structures of recount text Language features : <ul style="list-style-type: none"> <li>- Use of nouns and pronouns to state the person, animal or thing involved.</li> <li>- Use of action verbs.</li> </ul>	Speaking



		<ul style="list-style-type: none"> <li>- Use of past tense.</li> <li>- Use of conjunctios and time connectives to order events, i.e. and, but, then, after that, etc.</li> <li>- Use of adverb to tell place, time and manner, i.e. yesterday, at my house, slowly, etc.</li> <li>- Use of adjectives to describe nouns, i.e. beautiful, funny, big, etc.</li> </ul> <p>Vocabularies related to the theme</p>	
2.	Saturday 08.35-09.55 August 24, 2013	<p>Recount text “Remarkable Experiences”</p> <p>Generic structures of recount text</p> <p>Language features :</p> <ul style="list-style-type: none"> <li>- Use of nouns and pronouns to state the person, animal or thing involved.</li> <li>- Use of action verbs.</li> <li>- Use of past tense.</li> <li>- Use of conjunctios and time connectives to order events, i.e. and, but, then, after that, etc.</li> <li>- Use of adverb to tell place, time and manner, i.e. yesterday, at my house, slowly, etc.</li> <li>- Use of adjectives to describe nouns, i.e. beautiful, funny, big, etc.</li> </ul> <p>Vocabularies related to the theme</p>	Speaking
3.	Wednesday 10.10-11.30 August 28, 2013	<p>Recount text “Remarakable Experiences”</p> <p>Generic structures of recount text</p> <p>Language features :</p> <ul style="list-style-type: none"> <li>- Use of nouns and pronouns to state the person, animal or thing involved.</li> <li>- Use of action verbs.</li> <li>- Use of past tense.</li> <li>- Use of conjunctios and time</li> </ul>	Speaking

		<p>connectives to order events, i.e. and, but, then, after that, etc.</p> <ul style="list-style-type: none"> <li>- Use of adverb to tell place, time and manner, i.e. yesterday, at my house, slowly, etc.</li> <li>- Use of adjectives to describe nouns, i.e. beautiful, funny, big, etc.</li> </ul> <p>Vocabularies related to the theme</p>	
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The learning materials which consisted of many tasks were downloaded from the internet, copied from book English Activities 2, and adapted from many resources. Through these tasks, the students' speaking skills could be built because in these tasks they had to communicate with others to find out the information they needed. They had to explore their ideas completely to solve the issues served. It was expected that the teaching and learning process could make the students communicate well.

### 3) Giving feedback on the students' pronunciation

The researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

### 4) Using many kinds of media

The use of media like pictures, videos, audios, power point slides show, LCD, and Laptop were useful to support the teaching learning process. The teacher's instructions and explanations were helped by using those media. Some sleepy students were motivated enough to study based on audios, videos, then from the *LKS*.

## **b. Actions and Observations in Cycle I**

The actions were carried out three times, on Wednesday 10.10-11.30 August 21, Saturday 08.35-09.55 August 24, and Wednesday 10.10-11.30 August 28, 2013. The actions focused on implementing role play activities through many kinds of attractive and challenging tasks which required the students to work in small groups and in pairs. In this cycle, while the researcher implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observations and interviews.

### **1) Using classroom English during the teaching and learning process**

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, “good morning”, to ask the students’ condition, “how everything goes?” to call the roll, “who is missing the class?” to outline the materials, “ today we are going to learn about...”, to explain the goal of the teaching and learning process, “ after learn this text you are expected to be able to....”, to ask the questions about the material, “ do you want ask me question?” to check the students’ understanding, “you get it?”, to summarize and reflect the lessons, “ so far we learn about.....”, to review the upcoming materials, “ so next week we are going to continue our today’s lesson” to give feedback, and also to end the lesson “this is the end of our meeting today”. Generally, during Cycle I the use of classroom English was effective to improve the students’ confidence to speak English. Most of the students could respond those expressions well and correctly, but some of

them still got confused and did not respond to the teacher's greetings enthusiastically. The researcher sometimes translated the expression into Bahasa Indonesia.

2) Implementing role play activities through many kinds of tasks

The implementation of role plays activities in Cycle I was conducted in three meetings. The materials were some text of recount and the topics were going to a book store and remarkable experiences. In the beginning of the teaching learning process, the researcher wanted the students to learn some language features and language functions of recount text in order they could deal with the role play activities. The materials were downloaded from the internet, copied from book English Activities 2, and adapted from many resources. The role play activities were implemented during the teaching and learning process with varieties of tasks. These activities involved students to work in groups and in pairs.

The description of this action for each meeting is presented below.

a. 1<sup>st</sup> Meeting

The first meeting was implemented on Wednesday 10.10-11.30, August 21, 2013. The theme of the meeting was "Going to a book store". In this meeting, the materials were generic structures, and language features of recount text. Here, the students were expected to be able to identify the generic structures of recount text, to be able to identify the language features of recount text, to be able to use their imagination to make a sketch story of recount text, and to be able to play the sketch story by using the expressions that usually use to retell the past events. The researcher began the class by greeting the students, and checking their attendance. All the

students came to the class at that time. The researcher showed a disorder picture of someone's activities as warm up and asked them to placed the picture into a good sequence. After that, the researcher asked them some questions about the pictures. *"Do you know what does the picture tell you?"* Some students tried to answer the questions with instant coment, *"A man going to the book store, Miss"*. Some of them were silent, and some of the students who sat in front replied in indonesian, and students in back row were silent. After that, the researher gave the texts with incorect order to the studentsand asked them to work in pairsto place the parts of text into the correct order, so the story flows in a logical sequence. When students are completed, the researcher askedthem to learn some vocabularies related to the text and then answered some questions based on the text orally and then the researcher gave them feedback.

The role play activities in this meeting were carried out through pair and group work that included instant comment and also unprepared role play. Next, the researcher prepared a recount text "Going to a book store". After that, the students had to read the text then, identifiedthe generic structures, language features and learned some vocabularies related to the text given. In this activity, the students could use their imagination to make a sketch story of "Going to a book store". Then, the teacher asked the group to choose one of their friends who will acts as a narrator. After that, the students playedthe skecth storyin front of the class. The voluntarily group who willing to practicedin front of the class will get reward. After they performed, the researcher gave them feedback.

Below wasone sample of going to a book store picture as learning material.



**Figure3.** Going to a book store picture as learning media.(Taken from: <http://www.slideshare.net/azkhaz/recount-text>)

The first meeting of the first cycle was properly done. So far from these activities, students were able to do the tasks properly, they got the instruction clearly, and it was because they work in pair and also in group so that they could help each other. The students looked comfortable during the lesson. The students could play the role. One of the students said in the interview to the researcher.

Here was the whole field note of first meeting.

The first meeting was implemented on Wednesday 10.10-11.30, August 21, 2013. The researcher entered the class at 10.10 am along with the collaborator, the researcher first introduced herself and also the collaborator to the students, and then the researcher stated her main goal in teaching them, the students already knew because their English teacher told them before. After that the collaborator sat in the back to observe the teaching learning process. The researcher greeted the class "good afternoon class, how are you doing?" The class replied "fine Miss, how

about you?" "I am good thank you". Then the researcher asked "are you ready to join today's lesson with me?", and then students answered "yes Miss". Then researcher asked again, "who is missing class?" The students said "no one Miss". After that the researcher said "ok should we start our lesson now?" "Yes miss" students replied. The researcher started the lesson by displaying a disorder picture as warm up. Then students in pair had to answer eight questions related to this. "I have a disorder picture here, could you place them into a good order?" "Do you know what does the picture tell you?" Then the students replied "A man going to the book store, Miss". Then researcher replied "Good students. Now please work in pair to place the parts of text into the correct order. After you done it, learn some vocabularies and then answer five questions related to the text orally, I will give you ten minutes to go". Students replied "yes Miss". Through this activity, the students helped each other in doing the activities. "So far, any problems class?", they were silent. Then researcher asked again "any questions?" they replied "no Miss". "So it means you understand our lesson right.Ok now we will continue to the next activity," they answered "yes Miss".

After students did the first activity, then researcher again gave them a text "Going to a book store", but before that, the students had to read the text. Then, they identified the generic structures, language features and learned some vocabularies related to the text given. "Now class, please work in group. Read the text **going to a book store** and then use your imagination to make a sketch story of this text. Imagine that you and your friend act as the people at that story". Here, the researcher gave the groups 10 minutes to understand the text and 10 minutes and to discuss what will they do and what will they say in their dialogue and write it in a piece of paper. After that, the students played the sketch story in front of the class. The voluntarily group who willing to practice in front of the class will get reward.

So far from these activities, students were able to do the tasks properly, they got the instruction clearly, and it was because they work in pair and also in group so that they could help each other. After they performed, the researcher gave feedback on them. The researcher took 15 minutes to comment or made evaluation, the researcher gave correction and comment to student's performance and pronunciation. The researcher ended the class at 11:30am.

#### b. 2<sup>nd</sup> Meeting

The second meeting was implemented on Saturday 08.35-09.55, August 24, 2013. The theme of the meeting was "Remakable experiences". In this meeting, the materials were generic structures and language features of recount text. Here, the students were expected to be able to identify the generic structures of recount text, to be able to identify the language features of recount text, to be able to use their

imagination to make a sketch story of recount text, and to be able to play the skeeth storyby using the expressions that usually use to retell the past events. The researcher began the class by greeting the students, and checking their attendance. All the students came to the class at that time. The researcher showed a picture as warm up to the students and gave them a question *“Do you know what does the picture tell you?There are some hints that will help you in the picture”*. One student tried to answer the questions with instant coment, *“A family going to the beach, Miss”*. After that, the researher askedthe studentsto work in pairsand triedto complete the story in task III. When students are completed, the researcher askedthem to write their answers on the whiteboard and then the researcher gave them feedback.

The role play activities in this meeting were carried out through group work. Next, the researcher divided them into six groupsand prepared sixrecount texts for each group about someone remarkable experiences.Then, the researcher asked them identifiedthe generic structures, language features and learned some vocabularies related to the giventexts. After those activities, the researcher gave the groups 15 minutes to discuss what will they did and what will the said in their dialogue and wrote it in a piece of paper. Then, the researcher asked them identified the generic structure, language features of the text and learned some vocabularies related to the giventopic.In this activity, the students could use their imagination to make a sketch story from the given topic and each group had to play the role. Then, the researcher asked the group to choose one of their friends who will acts as a narrator. Before the gorup presented their task, thee researcher helped them during they write something to said in their dialogue.



After that, the students played the sketch story in front of the class. The voluntarily group who willing to practice in front of the class will get reward. After they performed, the researcher gave them feedback. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. Each group were actively engaged in the activity because each of them got responsibility to complete their own topic.



**Figure4.** Going to the beach picture as learning media(Taken from: *English Activities Book 2 for Junior High School Grade VIII*)

Here was the whole field note of second meeting.

The second meeting was implemented on Saturday 08.35-09.55, August 24, 2013. Researcher and collaborator came to the class at 08.35 am. The researcher greeted the students as usual *"good morning class"*. After the collaborator sat in the back, the researcher asked students' condition *"how are you getting on class?"* they replied *"good Miss, how about you?"* *"I am fine too, thank you"*. After that the researcher called the roll and no one of them was missing the class. And then the researcher asked the students' readiness to join the today's class *"are you ready to join our today's lesson class?"* They replied *"yes Miss"*, from this fact, the students could understand the instructions well; however they could not answer with long responses. They still replied with the same short response such as *"yes"* like in 1<sup>st</sup> meeting. The researcher showed a picture as warm up to the students and gave them a question *"Do you know what does the picture tell you? There are some hints that will help you in the picture"*. One student tried to answer the questions with instant comment, *"A family going to the beach, Miss"*. Then researcher replied *"Good students. Now please work in pair to complete the story in task III with **was** and **were**. You may use your dictionary if you find some difficult words. I will give you ten minutes to go"*. Students replied *"yes Miss"*. When students are completed, the researcher asked them to write their answers on the whiteboard and then the researcher gave them feedback. *"So far, any problems class?"*, they replied *"no Miss"*. *"So it means you understand our lesson right. Ok now we will continue to the next activity,"* they answered *"yes Miss"*. After students did the first activity, then the researcher divided them into six groups and prepared six recount texts for each group about someone remarkable experiences. Then, the researcher asked them identified the generic structures, language features and learned some vocabularies related to the given texts. After those activities, the researcher gave the groups 15 minutes to discuss what will they did and what will they said in their dialogue and wrote it in a piece of paper. *"Now class, please work in group. Try to use your imagination to make a sketch story of the text. Imagine that you and your friend act as the people at that story"*. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. Each group were actively engaged in the activity because each of them got responsibility to complete their own topic. Before the group came to present their task, the researcher helped them during they wrote something to say in their dialogue. After the students already played the roles in front of the class, the researcher pointed out the group 1- 3 to practice the dialogue. *"Now, I will point the*

*group to play the roles, well, Adia would you please play the sketch story with your group for the first performance, are you ready?"*She replied *"yes Miss (she moved to the class with her group to play the sketch story)*. When the students played the roles, whenever students mispronounced some words, the researcher noted those, after they performed, the researcher gave feedback on them. While students played the roles, the researcher paid attention on them. Some students mispronounced some words. After they performed, the researcher gave correct pronunciation of those words. The students' fluency was also the matter, some of them were still hesitant in practicing the dialogue, and their vocabulary was limited. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. However the class became noisy in the last minute. Right after they performed, the researcher gave feedback on them and ended the class at 09:55 am.

c. 3<sup>rd</sup> Meeting

The third meeting was implemented on Wednesday 10.10-11.30 August 28, 2013. In this meeting used the second lesson plan because the teacher had not finished the activities of the second lesson plan yet. Here, the researcher reviewed a little about the previous material and began the lesson by asking the previous

material. *"Do you still remember our previous material class?"* The students said *"..... 'It's remarkable experiences Miss'".* The researcher asked again *"please give me example"*. One of the students replied *"The experience of someone Miss, like.... eeemmm... Going to the beach"*. This indicated that they still remembered the previous material. In this meeting, the materials were still about remarkable experiences. In this activity, the students paid attention to the next group who would play the sketch story in front of the class.

Here was the whole field note of third meeting.

The third meeting was implemented on Wednesday 10.10-11.30 August 28, 2013. In this meeting used the second lesson plan because the teacher had not finished the activities of the second lesson plan yet. The researcher greeted the students as usual. After that, the researcher gave the chance for the collaborator to take her place first, and then the researcher asked the students' condition and students' readiness. After that, the researcher called the roll. Then the researcher began the lesson by asking the previous material. The students said *"..... 'it's remarkable experiences Miss'".* The researcher asked again *"please give me example"*. One of the students replied *"The experience of someone Miss, like.... eeemmm... Going to the beach"*. This indicated that they still remembered the previous material. In this meeting, the materials were still about remarkable experiences. In this activity, the students paid attention to the next group who would play the sketch story in front of the class. Then the researcher asked again *"any homework?"*, the students replied *"we have a task Miss, masih ada grup yang belum maju kemarin Miss"* *"ok then we will continue the task, who will go first?"* the students were silent, *"c'mon who will present the task first?"* a student replied *"di panggilsaja Miss gak ada yang mau maju duluan"* *"ok I will call the next group"*. After that the students presented their task continuously. The researcher came to the students' chair and asked questions. *"Why don't you want to present your task in front of your classmate?"* one of the student replied *"malu Miss, takut salah terus diketawain Miss"*. Then the researcher encouraged her *"you have to be brave, you can do it. Lain kali tidak boleh begitunya, kalian sudah melakukan yang terbaik tadi. She replied "yes miss, lain kali kami akan mencoba".* From this statement the researcher concluded that the students did not want to present their task voluntarily because they were afraid and shy if they did some mistakes and their classmate laughed at them. After that the researcher continued the activity, *"Ok if you have anything to ask please feel free to call me"* *"yes miss"*. The researcher continued the activity and called the next group to present their task. While some students in front did the task, the students in the back were noisy, then the researcher gave instruction to them *"keep silent please, some of*

*your friends are doing the task you have to respect each other, ok!" Then after a while students looked calm. They got the instruction. When the students did the tasks, some of them mispronounced some words, after they did the performances; the researcher gave positive comments and also correct their pronunciation. At the end of the lesson, the researcher concluded the materials. "Ok class we have already learnt about recount text. There are some examples of it, it can be the personal experiences, someone experiences, a biography of someone, and etc. Because the time is up, I will end the class. Thank you for your participation, See you in the next meeting".*

### 3) Giving feedback on students' pronunciation

The researcher gave feedback of the students' performances right after they performed. In every meeting, the researcher corrected the students' pronunciation in order to make them aware of the same mistakes in the next meeting. The students were very excited to know the correct one.

### 4) Using maximal media in English teaching and learning process

Some media used in some meetings were a laptop, an LCD, pictures, videos, audios, and students' sheets. They were used to support the teaching learning process. By using media in the teaching and learning process, it could help the researcher to adjust the activities in interesting condition. The use of slide show could help the researcher's instruction clearly. The students could directly look at the materials in power point. By using pictures, audios, and videos, it could help the students' attention and interest. Those provided verbal and non verbal materials and also real tasks, not only LKS so the students got involved actively in the activities.

### c. Reflection of Cycle 1

After implementing the actions, the English teacher, collaborator and I did some reflection. It was aimed to reflect the success and failure of the actions. The reflection was taken based on the observations of the researcher, English teacher and collaborator, the students' opinion, and the results of the interviews. The results of the reflection in the cycle 1 were described as follows:

a. Using the Role Play technique

Using the Role Play technique to improve the speaking skill had shown the effective result. As known that Role plays a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. Role play enhanced students' oral communication skills as they showed their speaking performance to the others. This strategy helped students became active participants in the speaking class.

According to the actions did, most of the students like this technique; here was the interview with the students about Role Play:

Me: “Gimana tadipelajaranya di kelas?” (*“How was the lesson?”*)

Students: “Serumbak” (*“Great miss”*)

Me: “Kalo teknik Role Play nya?” (*“How about Role Play technique?”*)

Students: “Bagus mbak, kita seneng kalo belajarnya pakai role playing, soalnya belajarnya jadi menarik, terus juganya jadi lebih aktif berbicara dan juga kita kan nggak ngerjain semua task dari Miss bareng temen sebangku dan juga kami bisa kerja bareng grup.” (*“It’s good miss, we enjoyed the technique because the teaching and learning process became more interesting, and the tasks also became easier because we did the tasks in pair work and also in group work.”*)

Students: “Juga dikasih waktu berpikir dulu sebelum perform di depan kelas.” (*“We also gave think time before, we perform our task in front of the class Miss”*)

**Interview 1**

b. Using classroom English.

Using classroom English language during the teaching learning process could motivate the students to speak English. Before the actions were conducted, almost all of the students only used Javanese and Indonesian to communicate in the classroom. That condition was still continued during the first implementation. As the implementations went on, the students began familiar with some classroom English. Some of the students were willing to listen and give response to the simple routines classroom English. Therefore, for the next cycle, we had to make sure that more students use English in asking or answering simple questions and. Therefore, the

researcher will copy the classroom English book or summary and give it to the students.

c. Giving rewards to motivate the students.

Giving rewards to motivate the students was effective in making the students became more active in the teaching and learning process. When the students who did the tasks successfully were appraised, they seemed happy and they wanted to do the tasks given in the next activity. They also became happier when they were given the prize. They became more motivated in doing the tasks. They also participated more actively in the English teaching and learning process. They were involved in many activities actively. They raised their hands to answer the teacher's question or to do her instruction. This action was considered effective to solve the problem of students' passiveness and low motivation in the English teaching and learning process. But some students still showed their low motivation. Therefore, in the next cycle the researcher and the English teacher planed to give the credit points to motivate the students more. By credit points the students will think that if they are active in joining speaking, they will get a good mark from the teacher. Then, they will be more active because they want to get a good mark.

d. Using the teaching media.



Since there were limited media used before this action was done, many students were excited to see the media used in this action. It seemed that the students enjoyed the English teaching learning process. The use of media in the English teaching learning process was like the fresh air for the students. The students were enthusiastic and fun when the teacher taught using pictures. They also felt excited when the teacher gave them an interesting task to do a role play. It also gave the teacher a new knowledge and experience. The teacher became aware that the media were really needed in the process of teaching and learning. This action also helped the students to get more understanding as well. It was because they could not only imagine what was being talked but also faced the picture or the model of real objects in front of them.

All actions that had been implemented in the first cycle showed improvement toward some factors that support the ability of the students in learning speaking. However, there were still some conditions that need to be improved in the second cycle.

#### **4. Report of cycle 2**

##### **a. Planning Cycle 2**

After all actions were implemented in cycle 1, the teacher, the researcher and collaborator did the reflection. Then, based on the result of the first cycle reflection they had a discussion about some plans to be conducted in the second cycle. They agreed to continue the similar action with some modifications and addition. They were as follows.

1. Implementing the Role playactivities, the groups exchanging theirtexts.
2. Giving rewards and credit points to the active students to motivate the students to learn and speak English.
3. Using classroom English continually and also copying a summary of classroom English book and give it to the students.

To establish the process validity, some modifications that necessary were made.

Some modifications in Cycle 1:

- a. The first modification was related to the use of Role Play as the technique in the research. In planning, the researcher tried to use it in the classroom to make learning process effective.
- b. The second modification was related to the use of classroom English in the teaching and learning process. Classroom English used to make the students accustomed to use English in the classroom.
- c. The third modification was related to giving reward to the active students. By giving reward to the active students, all of the students became highly motivated in participating in the activity.

Some modification in cycle II:

- a. The modification was related to Role Play technique. The exchange of texts was done to make the students not get bored in doing Role Play. They might play the different roles with their group before.
- b. The second modification was giving a copy of classroom English summary to the students, in order that students could learn it outside the classroom.

- c. The third modification was by giving credit point to the active students, in addition to giving reward.

**b. Action and Observation 2**

**1. Implementing the Role Play technique**

Just like in cycle 1, Role Play activities was also implemented in the cycle 2, but some modifications were done, switch the the texts with the other groups. The first meeting in the cycle II was conducted on Saturday 31, 2013. Here, the researcher reviewed a little about the previous material and began the lesson by asking the previous material. *“Do you still remember our material from the first meeting class?”* The students said *“..... ‘It’s about recount text Miss’*. The researcher asked again *“Please give me example of recount text”*. One student from the back replied *“It can be a biography, Miss”*, then suddenly the others replied too *“experiences or diary book, Miss”*. This indicated that they still remembered the previous material. Almost of the students enthusiastically mentioned it. In this meeting, the materials were still about remarkable experiences. The researcher told that instead of giving the prize the teacher also would give the credit points to the students who actively joined the lesson.

Most of the students joined the activity actively; they were not reluctant again to speak. They also confidently showed their performances with their group. The students were not shy anymore although sometimes they made some mistakes in answering the questions because most of their friends also did that.

**a. 1st Meeting**

Here was the whole field note of first meeting in Cycle II.

The first meeting was implemented on Saturday 08.35-09.55, August 31, 2013. Researcher and collaborator came to the class at 08.35 am. The researcher greeted the students as usual *"good morning class"*. After the collaborator sat in the back, the researcher asked students' condition *"how are you getting on class?"* they replied *"Fantastic Miss, how about you?"* *"Amazing, thank you"*. After that the researcher called the roll and no one of them was missing the class. And then the researcher asked the students' readiness to join the today's class *"are you ready to join our today's lesson class?"* They replied *"yes Miss"*, from this fact, the students could understand the instructions well and used some new words when they replied the researcher's question; however they could not answer with long responses. They still replied with the same short response such as *"yes"*. Here, the researcher reviewed a little about the previous material and began the lesson by asking the previous material. *"Do you still remember our material from the first meeting class?"* The students said *".....It's about recount text Miss"*. The researcher asked again *"Please give me example of recount text"*. One student from the back replied *"It can be a biography, Miss"*, then suddenly the others replied too *"experiences or diary book, Miss"*. This indicated that they still remembered the previous material. Almost of the students enthusiastically mentioned it. In this meeting, the materials were still about remarkable experiences. Here, the researcher asked the students still worked with their group before and then she asked them to switch the text they got from last meeting with the other group. *"Now class, please work with your group before. Try to use your imagination to make a sketch story of the text. Imagine that you and your friend act as the people at that story"*. After that, the researcher gave the groups 10 minutes to understand their new text and also 10 minutes to discuss what will they do and what will they say in their dialogue and write it in a piece of paper.

When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. Each group were actively engaged in the activity because each of them got responsibility to complete their own topic. After the students already played the roles in front of the class, the researcher pointed out the group 1- 3 to practice the dialogue. *"Now, I will point the group to play the roles, well, Andreas would you please play the sketch story with your group for the first performance, are you ready?"* He replied *"yes Miss (he moved to the class with his group to play the sketch story)"*. When the students played the roles, whenever students mispronounced some words, the researcher noted those, after they performed, the researcher gave feedback on them. While students played the roles, the researcher paid attention on them. Some students mispronounced some words. After they performed, the researcher gave correct pronunciation of those words. The students' fluency was also the matter, some of them were still hesitant in practicing the dialogue, and their vocabulary was limited. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. In the end of the lesson the teacher asked the students about their understanding to the materials that had been taught. The teacher also gave summary of the lesson. The teacher did not forget to

give the prize to the students who actively joined the teaching and learning process.

b. 2nd Meeting

The second meeting of Cycle II was implemented on Wednesday 10.10-11.30 September 4, 2013. In this meeting used the third lesson plan because the teacher had not finished the activities of the third lesson plan yet.

Here was the whole field note of third meeting.

The second meeting was implemented on Wednesday 10.10-11.30 September 4, 2013. In this meeting used the second lesson plan because the teacher had not finished the activities of the second lesson plan yet. The researcher greeted the students as usual. After that, the researcher gave the chance for the collaborator to take her place first, and then the researcher asked the students' condition and students' readiness. After that, the researcher called the roll. Then the researcher began the lesson by "any homework?", the students replied "we have a task Miss, masih ada grup yang belum maju kemarin Miss" "ok then we will continue the task, who will go first?" the students were silent, "c'mon who will present the task first?" Then a student from group 5 replied "We will present our work, Miss". After that the students presented their task continuously. When the students did the tasks, some of them mispronounced some words, after they did the performances; the researcher gave positive comments and also corrected their pronunciation. At the end of the lesson, the researcher concluded the materials. "Ok class we have already learnt about recount text. There are some examples of it, it can be the personal experiences, someone's experiences, a biography of someone, and etc. Because the time is up, I will end the class. Thank you for your participation, See you".

2. Using classroom English more frequently combined with Indonesian and accompanied by gesture and also gives the students a copy of classroom English summary.

In cycle II, classroom English was used more effectively accompanied by gesture to make the students' understand the expressions. Classroom English was used in an opening lesson, giving instruction, checking attendance, giving explanation and closing the lesson. When it was needed, English expressions were combined with Indonesian to overcome the students' problem in understanding the expressions. The researcher also gave copies of classroom English book summary to the students in order to make the students studied many sentences by themselves. In the first cycle, there were some students who were eager to answer my greeting. In this cycle most of the students answered it correctly and enthusiastically.

Classroom English was also used to give some instructions. Students became more familiar with the classroom English. In cycle I, most of the English expressions had to be translated to Indonesian, while in this cycle, English expression not only combined with Indonesian but also accompanied by gesture, therefore the students could understand the expressions better. Also, they knew more expressions that had never been used before because they had already read it by them selves in the classroom English book.

### 3. Giving a reward and credit point to motivate the students

Just like at the first cycle, at the second cycle the researcher still gave rewards to motivate the students. Rewards were given in the form of good comments and prizes. However, in the cycle 2 the researcher also gave credit points to the active students or students who participated in the activities. By giving credit points the

students becoming highly motivated to participate in the all activities because they want to get good marks.

In summary, the goal of the actions which was the improvement of the students' speaking skill was achieved. The students did not seem to have any difficulties in practicing the dialogue during the lesson. They could use the dialogue accurately in their speaking performance. They were not reluctant or afraid to speak English as they did before the actions were implemented. It was shown that most of the students improved their speaking ability. It was because they were given Role Play technique so that they enjoyed the learning and had many opportunities to interact with their friends.

The goal of the teaching-learning process which was to improve the students' motivation to learn and to speak English was also achieved in cycle II. Generally, the goal could be achieved since all the students were involved in the teaching-learning process and they were following the teacher instruction in doing the activity. They seemed to be more active and enthusiastic in doing the lesson. There were no more students who were shy and lazy to participate in the activities. Furthermore, they were more motivated to participate in the activities when the teacher used several media and when she gave the rewards and credit points.

In the end of this cycle, the students got some improvement. They did not only do what they were asked to do. They sometimes gave suggestion on what they wanted to do to learn English and to make their learning more fun and enjoyable. The English

teacher also improved her skill in using classroom English so that the students were familiar with the instructions in English.

**c. Reflection of Cycle 2**

Some actions had been implemented as the effort in improving the English speaking learning process of class VIII D. In the reflection, the research members gave their responses and comments toward the implementation of the actions. The reflection involved the English teacher, collaborator, the students, and the researcher herself.

1. The implementation of Role Play technique showed positive result. It gave many opportunities for the students to develop their speaking skill particularly in doing English orally and interaction with their friends using English. They might use their fantasy or imagination to be someone else in a specific situation for a while. They also could improvised dialogue and created a real world in scenario.

According to the actions did, most of the students like this technique.

Here is the interviews' quotation with the students.



R: “ApasajakahmanfaatdariadanyaRole Playdalam proses pembelajaran speaking?”  
(*What are the benefits of using Role Play in the speaking learning process?*).

S: “Kita jadipunyaanyakkesempatanuntuklatihan speaking mbak, karenaitu vocabulary samapronunciationnyajugameningkat.”(*We had many opportunities to practice speaking orally. Because of that, the vocabulary and pronunciation mastery were also improved*).

R: “BosengakkalaubelajarnyapakaiRole Play”. (*Is it boring if the learning process using Role Playtechniques?*).

S: “Gakmbak, soalnyamenurutsayaRole Playadalah technique yang menarikjadimalah kayak game mbak.” (*No miss; because Role Play is an interesting technique, it seems that we did a game when we used it*).

R: “Bagaimanamenurut kalian denganadanyapergantiantext?” (*What is your opinion about the text switching?*).

S: “Ya gak papa Mbak, karenakitajadipunyaokesempatanuntukmempresentasikan cerita yang berbeda dengan grup yang sama.” (*That’s okay Miss, because we had an opportunity to present the different text with our group*).

## Interview 2

2. The use of classroom English more frequently combined with Indonesian and accompanied by gesture and also gave the students a copy of classroom English summary was effective. The students became accustomed in using classroom English, and they also responded to the teacher’s instructions enthusiastically. By giving the copies of classroom English summary to the students, it gave the students opportunity to read or study it at home, then the students knew about some expressions used in classroom English, and they could practice or say it in the classroom.

3. The action of giving credit points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved in each activity actively. They fought for the credit points given by the teacher. They were motivated to answer the teacher's questions. They had more courage to practice to speak English.
4. The use of the teaching media was effective. The teacher got a better view related to the necessity of the media to support the quality of the English teaching. Through the media the students could understand the lesson more easily. It did not make the English teaching learning process monotonous. The English learning by using media engaged students, aided students' retention of knowledge, motivated interest in the subject matter, and illustrated the relevance of many concepts.

#### **F. General Findings**

In reference to the implementation and reflections of the actions in cycle 1 and 2, there were general findings on the research as follows.

1. Role Play technique was believed to be effective to improve the quality of speaking teaching and learning process through its cooperative and systematic structure of learning. In the process, students were engaged to involve and participate actively in the speaking process through group discussion and role play. Those ways of learning motivated the students to

speak actively. By applying this learning strategy, students speaking ability could be improved.

Here is the quotation of the interview hold with the English teacher after implementing all of the actions.

R: “Menurut ibu bagaimana pengaruh dari penerapan Role Play teknik terhadap kemampuan speaking siswa?” *“(What is your opinion about the influence of using Role Play technique to the students’ speaking ability?)”*

T: “Menurut saya Role Play telah berhasil meningkatkan kemampuan speaking siswa, siswa yang dulunya malu dan takut untuk berbicara setelah adanya Role Play jadi berani dan mau untuk berpartisipasi dalam speaking. Menurut saya hal itu karena Role Play adalah teknik yang tepat untuk diimplementasikan dalam pelajaran speaking. Role Play meningkatkan interaksi antara siswa karena semua siswa mempunyai kesempatan yang sama untuk berbicara, dan karena siswa telah diberikan waktu untuk berpikir terlebih dahulu ketika mereka menjawab pertanyaan siswa dapat mempersiapkan terlebih dahulu apa yang akan mereka katakan. Dan yang paling penting adalah dengan adanya Role Play kesempatan siswa untuk berlatih speaking menjadi lebih banyak.” *“(I think Role Play had successfully improved the students’ speaking skill. After the implementation of Role Play the students that are usually afraid and shy to speak becoming brave and willing to participate in the speaking learning process. I think that is because Role Play is an appropriate technique to teach speaking. Role Play improve the students’ interaction because all of the students got the same opportunity to speak, and because the students gave the think-time first in answering the question, they can prepare what they want to speak in answering the questions. The most important thing is with Role Play the students get more opportunity to practice speaking.)”*

R: “Jadi menurut ibu kemampuan speaking siswa lebih meningkat to bu?” *“(So, you think that the students’ speaking ability is improved, don’t you?)”*

T: “Iya no mbak, buktinya sekarang anak-anak lebih mau mengomong dalam bahasa Inggris, kalau dulu tugas speaking mereka juga mau mengomong, vocabularinya juga nambah, pronounciationnya juga lumayan bagus. Kalau dulu anak-anak yang pendiam terutama yang perempuan susah kalau suruh practice speaking di depan kelas, padahal. Terus kalau pas pelajaran speaking juga kayaknya gak pada bersemangat, tapi kalau sekarang mereka lebih bersemangat, mungkin juga karena adanya pemberian reward dan penggunaan media pembelajaran yang menarik.” *“(Yes exactly, the evidence are now the students are willing to speak English. If they were given the speaking task they also want to do it. Their vocabulary was also improved. They also have a better pronunciation. Before the action was done, the shame students, especially the girls, were difficult in practicing speaking in front of the classroom, and they were also not motivated in following the speaking teaching and learning process, but now they are more motivated, perhaps it is also because the rewards given and the use of interesting media.)”*

**Interview 3**

2. Pair and group learning on Role Play technique gave some benefits for both students and the teacher in the speaking activities. For students, pair and group learning were effective to improve their independence and group cooperation on learning speaking. Through discussion and sharing ideas, students were assigned to think actively, seriously, and critically in speaking. Furthermore, the use of group learning minimizes the domination of higher achieving students. It could encourage increased student participation, and higher levels of student thinking and questioning. Through discussion, students also could actively interact with their friends, as we know the important thing of speaking is an interaction. Also, the students could help each other solved their problems. As a result, all of them had equal opportunity to participate in the speaking activities, included the shyest students. Moreover, Role Play also gave the teacher the opportunity to observe all the students as they interacted in pairs and got an idea of whether all students understood the content or if there were areas that needed to be reviewed. It was also useful for the teacher to control the classroom and engage the students' attention during speaking process.

Here is the quotation of the interview hold with the English teacher after implementing all of the actions.

R: “KalaumenurutibumanfaatdaripenggunaanRole Play untuksiswaapasajabu?” *“(In your opinion, what are the benefits of using Role Play to the students?)”*

T: “UntuksiswakarenaRole Play menggunakanmetode pair dan group learning halinimeningkatkankemampuansiswabekerjadalamkelompok, melaluidiskusisiswadapatberpikirsecaraaktif, seriusdankritis. DenganRole Play jugamengurangidominasidarisiswa yang pandaisajakarenasemuasiswadapatberpartisipasidalam proses pembelajaran. Merekajugadapatsalingmembantudalammemecahkanpertanyaanatausol yang diberikan guru.”*“(For the students, because Role Play used pair and group learning method, it can improve the students’ ability to work in group. Through discussion students can also think actively, seriously, and critically. It also reduced the domination of bright students because all of the students participated on the learning process. They also can help each other in answering the question and solve the problem.)”*

R: “Kalaumanfaatuntuk guru sendiriapabu?” *“(And what are the benefits for the teacher, Mam?)”*

T:”Kalau untuk guru, guru dapatsecarapenuhmengawasikegiatanbelajarsiswaselamamerekamelakukanRole Play, guru dapatmemantauapakahsiswatelahbenar-benarfahamakanmateri yang diajarkanataumasihdibutuhkan review, guru jugadapatmembantusiswaapabilamerekamendapatkankesulitan. DenganRole Play guru jugadapatmengontrolandanmenarikperhatiansiswaselamamengikutipelajaran speaking.”*“(For the teacher, she can observe all the students as they interacted in pairs and group and got an idea of whether all students understood the content or if there were areas that needed to be reviewed, the teacher can also help the students when they face some difficulties. It was also useful for the teacher to control the classroom and engaged the students’ attention during speaking process.)”*

**Interview 4**

3. There were some factors which should be considered in order to minimize the problems during the implementation of the actions. Firstly, the time management influenced the effectiveness of learning activities on speaking. It should be well arranged in order to avoid the lack of learning time of certain activity. Secondly, the teachers' creativity and preparation to design and plan the speaking activities before implementing Role Play

determined the success of learning activity. Thirdly, the group formation gave big impact in the speaking process. Grouping the students by considering their personal needs could minimize conflicts during learning process. Fourthly, clear and understandable explanation and instruction should be used in order to minimize students' confusion towards the implementation of new learning strategies or activities.

Here is the quotation of the interview hold with the English teacher and collaborator after implementing all of the actions.

T: “Menurut saya ada beberapa factor yang perlu diingat untuk meningkatkan hasil selama implementasi Role Play. Pengelolaan waktu harus dilakukan dengan tepat, contohnya waktu yang diberikan pada masing-masing steps harus tepat sehingga setiap step mempunyai waktu yang sesuai. Kemudian pengelompokan siswa dalam pair work atau group work juga harus diperhatikan, karena pengelompokan yang sesuai akan lebih memperlancar mereka selama melakukan performance.” *“(I think there are some factors that should be considered to improve the result of the Role Play implementation. The time management has to be arranged correctly, for example the time given for every step should be appropriate in order that every step got enough time. In grouping the students in pairs and in groups also should be watched, because the correct grouping will smooth the students' performance)”*

K: “Kala menurut saya persiapan guru sebelum mengajar juga penting, guru harus menyiapkan materi dan latihan-latihan yang akan diberikan selama pelajaran dengan matang sehingga nantinya proses pembelajaran akan berjalan dengan lancar. Dalam memberikan penjelasan dan instruksi kepada siswa juga harus jelas dan mudah di fahami sehingga siswa tidak bingung untuk menangkapnya.” *“(In my opinion the teacher preparation before teaching is also important. The teacher should prepare the materials and tasks that will be given to the students seriously so that the teaching and learning process will run smoothly. Clear and understandable explanation and instruction should be used in order to minimize students' confusion towards the learning process).”*

**Interview 5**

4. Interesting media were necessary to support the implementation of Role Play technique on speaking. These were useful for both students and the teacher to make the process of learning speaking easier and more enjoyable.

Here is the quotation of the interview hold with the students after implementing all of the actions.

R: “Bagaimanapendapat kalian tentangpenggunaan media dalam pembelajaran kemarin?” “*(What is your opinion about the use of medias in the learning process)*”

S: “Senangmbak, kitalebihsemangatkalaubelajarnya pakaimacam-macam media kaya pakaigambar-gambar.” “*(We feel happy, miss. We are more motivated if the learning process uses many kinds of media such as pictures.)*”

R: “Kenapamemangnya?” “*(Why?)*”

S: “Yasoalnya jadi lebih fahammbak, karena ada beberapa petunjuk dalam gambar. Gambar juga bikin belajarnya jadi menarik dan gak bosanin.” “*(It made us understand more about the material, because there were some hints in the picture. It also made the process of learning became more interesting and not boring.)*”

S: “Kalau pas lagi aktifitas Role Play, jadi kayak ada main-mainnya juga, gak yang belajar terus.” “*(Using Role Play activities was also interesting miss, so there were also games, not only learning.)*”

**Interview 6**

5. Rewards and credit points effectively could improve the students' motivation in the speaking teaching and learning process. The students actively joined the learning process and activities because they were given



rewards and credit points by the teacher, besides the use of Role Play technique.

Here is the quotation of the interview hold with the students after implementing all of the actions.

R: “Kemudian kala dengan adanya pemberian rewards dan credit point menurut kalian itu meningkatkan motivasi kalian untuk belajarkah? *“(Then by being given rewards and credit point, is it increased your motivation to learn)?”*

S: “Berpengaruh pasti mbak, karena diberi hadiah kita jadi lebih aktif dalam mengikuti pelajaran, jadianak-anak yang biasanya diam juga jadi ikut ngomong.” *“(Of course it influences us because by getting the rewards we became more active in following the learning process, and the silent students also became more active).”*

S: “Terus karena kalau yang aktif juga dapat nilai lebih kita jadi berlomba-lomba untuk lebih aktif mbak, biar nilai bahasa Inggrisnya lebih bagus.” *“(Because the active students will get the good mark then we try to be active miss, in order to get the better mark).”*

**Interview 7**

6. The use of classroom English continuity and frequently and also gave the students a copy of classroom English summary made the students became accustomed in using classroom English, and they also responded to the teacher's instruction enthusiastically. They were willing to listen and gave response to the simple routines classroom English and also practiced it with their friends.
7. The implementation of Role Play on speaking gives positive effects on improving students' speaking ability. The results of the test in cycle 1 and cycle 2 shows that the students speaking score improve by the time of this action

research. In cycle 1 the highest score of students is 6.75 and the lowest score is 5. After cycle 2, the highest score is 7.25 and the lowest score is 6. By comparing the result of the data of the test in cycle 1 and cycle 2, it can be seen that students' individual achievement increases. It implies that the implementation of Role Play technique is helpful to improve the students' speaking performance and achievement.

8. The changes of some aspects related to the implementation of Role Play technique on speaking teaching and learning process throughout this study could be specified in the table below.

**Table IV**

**The improvement of the cycles**

Preliminary Observation	Cycle I	Cycle II
The students showed low motivation to learn and to speak English	Some of the students had a high motivation to learn and to speak English, but some of them also still have low motivation.	Most of the students had a high motivation to learn and to speak English.
The students were shy	Some of the students	Most of the students

and afraid to speak English.	actively joined the speaking teaching and learning process, but some of them were still shy and afraid to speak English.	actively joined the speaking teaching and learning process, they were brave and not shy anymore to speak English.
The tasks were not well-organized and not interesting enough	The tasks were quite well-organized and interesting enough.	The tasks were well-organized and attractive.
The limited teacher technique in teaching speaking	The teacher used an interesting technique in teaching speaking (Role Play technique).	The teacher used an interesting technique in teaching speaking (Role Play technique).
The students are not familiar with classroom English in the ELT process	Some of the students were familiar and able to use classroom English and English routines.	Most of the students were familiar and able to use classroom English and English routines.
The teacher gave less opportunity to the	The teacher already gave an opportunity to the	The teacher gave much opportunity to the

students to practice English orally.	students to practice English orally.	students to practice English orally.
There was no enough media in teaching and learning process.	There were more media used in teaching and learning process.	There were many media used in teaching and learning process.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The objective of the research is to describe how role plays technique are implemented to improve the teaching and learning process of speaking for Grade VIII students of SMP N 15Yogyakarta. This research is an action researcher; the steps of the actions in this researcher were identification and selection of the field problems, collection of the data related to the English speaking learning process, planning, actions, observations, and reflections. After observed and found the field problems, actually there were some problems faced by the teacher and the students in the English teaching and learning class. The first problems were related to the teacher, it was focused on the use of techniques. The teacher seldom used interactive teaching techniques such as discussions, role-play, games or group work. Besides, the teacher mostly focuses on the students' writing and reading skill and she seldom gives speaking skill so far. In addition, she did not give the students opportunity to practiced English more in the teaching learning process. The second problems were related to the students. Most of Grade VIII students of SMPN 15Yogyakarta are not really interested and motivated in the English lesson. It was because of the students' self confidence in speaking English, the opportunities of the students to speak up in English class. Then, the last problems were related to the activities and media. The teacher rarely used activities that could motivate the students to speak English.

Sometimes, the activities implemented by the teacher were not interactive. She mostly used individual practice so that the interaction between students was very limited. Moreover, she seldom used media to make the students interested in joining the lesson. She seldom used pictures, cards, videos, audios and other media that can be used as additional teaching resources in the class, and also the classroom management was not quite varieties.

To solve those problems, the researcher planned to use role-play technique as the main action to make the students' speaking skills improved. To make the learning activities more interactive and allows the students interested joining the learning activities, role-play technique can be used because it gives the students an opportunity to practice and develop their communication skill in different social contexts and different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. Therefore, the researcher tried to implement these activities in the speaking teaching and learning process in order to improve the students' speaking ability and involvement.

There were two cycles done in this researcher. In the first and second cycles, the researcher implemented the role play activities and some accompanying activities as well. In the first cycle, there were four actions implemented such as: using classroom English during the teaching and learning process, implementing role paly activities, giving feedback on the students' performance, and using many kinds of media. After implemented those actions in the first cycle, actually there were still some problems

that occurred in this cycle. As a result, in the second cycle, the researcher still implemented the same actions which were implemented in cycle 1 with some modifications. The researcher added some rewards to grab students' motivation. By implementing those actions in Cycle II, the students' speaking ability could improve and the students' motivation could increase as well. After the two cycles done, the researcher did reflections by interviewing the students and also the collaborator. Based on the student's and the collaborator's opinions, there were some improvement related to the students' speaking skills, besides, the scores of the students' performance in cycle II compared to the cycle I was high, it was also proved by the classroom observation vignette that the role play activities together with some additional activities were also successful to make students enthusiastic in joining the speaking class and to improve the students' speaking skill as well.

From those explanations, there were some succesful and unsuccesful results of the actions. However, here the role play activities could help and give the students chance to speak up more, because the students pushed to give their opinion about what they think. Besides, the students were more active to join the role play activities, because they worked in groups and in pairs so that they could help each other, by practicing more and more, so that their speaking skills such as pronunciation, grammar accuracy, and also vocabulay were improved as well. It implies that the teacher should set up some interesting activities and media as well, so the students

could understand the material better and their motivation to follow the lessons was high.

## **B. Suggestions**

Based on the conclusions and implications that pointed out above, there are some suggestions for the English teacher, the students, and the other researchers as follows:

### **1. For the English teachers**

In this research, the researcher only implemented role play as a technique in teaching speaking. Besides, the researcher also combined that technique with some other actions such as using classroom English, giving rewards, implementing teaching media, and giving feedback to the students' pronunciation. Not only that, to make the teaching learning process runs well, the other factors should be considered as well, like the materials, the materials should be interesting and appropriate to the students' level. In reflection to those actions, the suggestions for the English teacher, first, the English teacher should develop the same actions or provide some other interesting plans to expand her teaching skill. Especially in teaching speaking skill, the teacher should give more chance to the students to speak up their opinions, such as doing discussion, and even doing debate, besides, the topic of the materials should fulfill students' knowledge so they can master the materials better. Moreover, the English teacher needs to give



feedback to the students so the students will know their mistake. In the end, they will quickly fix it. The teacher has to organize the environment and the behavior of students in a classroom, because the teacher has responsibility for all activities in the teaching learning of English. In teaching learning process, the teacher must be able to manage the classroom situation and condition of the learners.

## 2. For the students

The students have to find their way in learning such second language. Especially in speaking skill, the students need to practice more outside classroom so they can improve their ability in speaking. They can practice conversation with their friends in their daily activities. They should prepare the upcoming materials by themselves before coming to the class, so they can master the material better, besides, they should practice discussion activities to solve any problems, so they will more active in the class, by practicing more and more, they will be familiar with the language use.

## 3. For the Other Researcher

This research may be useful as a reference to other researchers who want to conduct research with the same subject. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability. Moreover, they can conduct this study in other grade of the students, either in junior or senior high. It is hoped that the researcher who will conduct similar

research can improve and also explore other alternative kind of cooperative learning to improve the English speaking.

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# **APPENDICES**

**APPENDIX A : FIELD NOTES**

**APPENDIX B : INTERVIEWS TRANSCRIPT**

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# **APPENDIX A**

## **FIELD NOTES**

## I. Field note during the observation

The researcher came to the school at 09.00 am to meet the English teacher to conduct the observation. Before conducting the observation, the researcher first interviewed the English teacher about the English teaching process in this school, especially for the grade eight. The researcher has selected class VIII D to be observed in. The class was begun at 10.10 a.m. At first, the English teacher greeted the students by saying “*assalamualaikum*” then the student responded “*waalaikumsalam*”. In this meeting, the teacher called the roll, then the English teacher asked them about the previous homework, some of the students did not pay attention and some of them were exhausted because the previous meeting was athletics class. The teacher again asked about the previous material, two and four students answered “*Descriptive bu!*”, and then teacher asked them about the definition of narrative text, the students answered “*lupa Bu*”. Then the English teacher asked the students to present the text. It was about descriptive text. No one of them wanted to read the text out loud. Then the English teacher pointed one student by the student number. “*Absent number 15, please read the paragraph three*” When the student read the text, she mispronounced some words, “*family*”, the teacher gave feedback on her. Then when teacher asked another students to read the last paragraph of the text, some of the students said “*saya bu*”. And after that the teacher asked them to summarize the text. The students used dictionary in finding some difficult words, after they finished, the teacher continued to give the other example of descriptive text. After the teacher explained about the text, in this section, the teacher asked and elicited the question to the students based on the text, the teacher asked the students about the generic structure of the text, some of the students seemed confused about the material, some of them were confused about the teacher’s instructions, some of them were in action to the materials and some of them run over their friends, then the teacher asked them to sit down. Because the class was noisy, the teacher wrote down the instruction on the whiteboard. At the time when teacher still wrote down, one of the students went to the toilet, and other students in group did the task. While the students did the task, the teacher came to their chair to ask a help. However, the students that sat in the back row were noisy, and then the teacher said “*please, talk less do more*”. In the last minutes of the meeting, the students were focus, the teacher explained the material based on the LKS, after that the students did the exercises in the LKS. The time ended when students were doing the exercises, the class ended at 13.30 and the teacher asked the students to finish the exercises at home.

## II. Field notes during the actions in Cycle 1 and Cycle 2

### ➤ Cycle 1

#### a. 1<sup>st</sup> Meeting

The first meeting was implemented on Wednesday 10.10-11.30, August 21, 2013. The researcher entered the class at 10.10 am along with the collaborator, the researcher first introduced herself and also the collaborator to the students, and then the researcher stated her main goal in teaching them, the students already knew because their English teacher told them before. After that the collaborator sat in the back to observe the teaching learning process. The researcher greeted the class *“good afternoon class, how are you doing?”* The class replied *“fine Miss, how about you?”* *“I am good thank you”*. Then the researcher asked *“are you ready to join today’s lesson with me?”*, and then students answered *“yes Miss”*. Then researcher asked again, *“who is missing class?”* The students said *“no one Miss”*. After that the researcher said *“ok should we start our lesson now?”* *“Yes miss”* students replied. The researcher started the lesson by displaying a disorder picture as warm up. Then students in pair had to answer eight questions related to this. *“I have a disorder picture here, could you place them into a good order?”* *“Do you know what does the picture tell you?”* Then the students replied *“A man going to the book store, Miss”*. Then researcher replied *“Good students. Now please work in pair to place the parts of text into the correct order. After you done it, learn some vocabularies and then answer five questions related to the text orally, I will give you ten minutes to go”*. Students replied *“yes Miss”*. Through this activity, the students helped each other in doing the activities. *“So far, any problems class?”*, they were silent. Then researcher asked again *“any questions?”* they replied *“no Miss”*. *“So it means you understand our lesson right. Ok now we will continue to the next activity,”* they answered *“yes Miss”*. After students did the first activity, then researcher again gave them a text *“Going to a book store”*, but before that, the students had to read the text. Then, they identified the generic structures, language features and learned some vocabularies related to the text given. *“Now class, please work in group. Read the text **going to a book store** and then use your imagination to make a sketch story of this text. Imagine that you and your friend act as the people at that story”*. After that, the students played the skecth story in front of the class. The voluntarily group who willing to practiced in front of the class will get reward. So far from these activities, students were able to do the tasks properly, they got the instruction clearly, and it was because they work in pair and also in group so that they could help each other. After they performed, the researcher gave feedback on them. The researcher took 15 minutes to comment or made evaluation, the researcher gave correction and comment to student’s performance and pronunciation. The researcher ended the class at 11:30 am.

b. 2<sup>nd</sup> Meeting

The second meeting was implemented on Saturday 08.35-09.55, August 24, 2013. Researcher and collaborator came to the class at 08.35 am. The researcher greeted the students as usual *"good morning class"*. After the collaborator sat in the back, the researcher asked students' condition *"how are you getting on class?"* they replied *"good Miss, how about you?"* *"I am fine too, thank you"*. After that the researcher called the roll and no one of them was missing the class. And then the researcher asked the students' readiness to join the today's class *"are you ready to join our today's lesson class?"* They replied *"yes Miss"*, from this fact, the students could understand the instructions well; however they could not answer with long responses. They still replied with the same short response such as *"yes"* like in 1<sup>st</sup> meeting. The researcher showed a picture as warm up to the students and gave them a question *"Do you know what does the picture tell you? There are some hints that will help you in the picture"*. One student tried to answer the questions with instant comment, *"A family going to the beach, Miss"*. Then researcher replied *"Good students. Now please work in pair to complete the story in task III with **was** and **were**. You may use your dictionary if you find some difficult words. I will give you ten minutes to go"*. Students replied *"yes Miss"*. When students are completed, the researcher asked them to write their answers on the whiteboard and then the researcher gave them feedback. *"So far, any problems class?"*, they replied *"no Miss"*. *"So it means you understand our lesson right. Ok now we will continue to the next activity,"* they answered *"yes Miss"*. After students did the first activity, then the researcher divided them into seven groups and prepared seven recount texts with incorrect order to each group about someone remarkable experiences. Then, they tried to place the parts into the correct order. After that, the researcher asked them identified the generic structures, language features and learned some vocabularies related to the given topic. *"Now class, please work in group. Try to use your imagination to make a sketch story of the text. Imagine that you and your friend act as the people at that story"*. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. Each group were actively engaged in the activity because each of them got responsibility to complete their own topic. After the students already played the roles in front of the class, the researcher pointed out the group 1-4 to practice the dialogue. *"Now, I will point the group to play the roles, well, Adia would you please play the sketch story with your group for the first performance, are you ready?"* She replied *"yes Miss (she moved to the class with her group to play the sketch story)"*

When the students played the roles, whenever students mispronounced some words, the researcher noted those, after they performed, the researcher gave feedback on them. While students played the roles, the researcher paid attention on them. Some students mispronounced some words. After they performed, the researcher gave correct pronunciation of those words. The students' fluency was also the matter, some of them were still hesitant in practicing the dialogue, and their vocabulary was limited. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. However the class became noisy in the last minute. Right after they performed, the researcher gave feedback on them and ended the class at 09:55 am.



c. 3<sup>rd</sup> Meeting

The third meeting was implemented on Wednesday 10.10-11.30 August 28, 2013. In this meeting used the second lesson plan because the teacher had not finished the activities of the second lesson plan yet. The researcher greeted the students as usual. After that, the researcher gave the chance for the collaborator to take her place first, and then the researcher asked the students' condition and students' readiness. After that, the researcher called the roll. Then the researcher began the lesson by asking the previous material. The students said "..... *"it's remarkable experiences Miss"*. The researcher asked again *"please give me example"*. One of the students replied *"The experience of someone Miss, like.... eeemmm... Going to the beach"*. This indicated that they still remembered the previous material. In this meeting, the materials were still about remarkable experiences. In this activity, the students paid attention to the next group who would play the sketch story in front of the class. Then the researcher asked again *"any homework?"*, the students replied *"we have a task Miss, masih ada grup yang belum maju kemarin Miss"* *"ok then we will continue the task, who will go first?"* the students were silent, *"c'mon who will present the task first?"* a student replied *"di panggil saja Miss gak ada yang mau maju duluan"* *"ok I will call the next group"*. After that the students presented their task continuously. The researcher came to the students' chair and asked questions. *"Why don't you want to present your task in front of your classmate?"* one of the student replied *"malu Miss, takut salah terus diketawain Miss"*. Then the researcher encouraged her *"you have to be brave, you can do it. Lain kali tidak boleh begitu ya, kalian sudah melakukan yang terbaik tadi. She replied "yes miss, lain kali kami akan mencoba"*. From this statement the researcher concluded that the students did not want to present their task voluntarily because they were afraid and shy if they did some mistakes and their classmate laughed at them. After that the researcher continued the activity, *"Ok if you have anything to ask please feel free to call me"* *"yes miss"*. The researcher continued the activity and called the next group to present their task. While some students in front did the task, the students in the back were noisy, then the researcher gave instruction to them *"keep silent please, some of your friends are doing the task you have to respect each other, ok!"* Then after a while students looked calm. They got the instruction. When the students did the tasks, some of them mispronounced some words, after they did the performances; the researcher gave positive comments and also correct their pronunciation. At the end of the lesson, the researcher concluded the materials. *"Ok class we have already learnt about recount text. There are some examples of it, it can be the personal experiences, someone experiences, a biography of someone, and etc. Because the time is up, I will end the class. Thank you for your participation, See you in the next meeting"*.

## ➤ Cycle 2

### a. 1<sup>st</sup> Meeting

The first meeting was implemented on Saturday 08.35-09.55, August 31, 2013. Researcher and collaborator came to the class at 08.35 am. The researcher greeted the students as usual *“good morning class”*. After the collaborator sat in the back, the researcher asked students’ condition *“how are you getting on class?”* they replied *“Fantastic Miss, how about you?”* *“Amazing, thank you”*. After that the researcher called the roll and no one of them was missing the class. And then the researcher asked the students’ readiness to join the today’s class *“are you ready to join our today’s lesson class?”* They replied *“yes Miss”*, from this fact, the students could understand the instructions well and used some new words whe replied the resesarher’s question; however they could not answer with long responses. They still replied with the same short response such as *“yes”*. Here, the researcher reviewed a little about the previous material and began the lesson by asking the previous material. *“Do you still remember our material from the first meeting class?”* The students said”..... *“It’s about recount text Miss”*. The researcher asked again *“Please give me example of recount text”*. One student from the back replied *“It can be a biography, Miss”*, then suddenly the others replied too *“experiences or diary book, Miss”*. This indicated that they still remembered the previous material. Almost of the students enthusiastically mentioned it. In this meeting, the materials were still about remakable experiences. Here, the researcher asked the students still worked with their group before and then she asked them to switched the text they got from last meeting with the other group. *“Now class, please work with your group before. Try to use your imagination to make a sketch story of the text. Imagine that you and your friend act as the people at that story”*. After that, the researcher gave the groups 10 minutes to understand their new text and also 10 minutes to discuss what will they do and what will the say in their dialogue and write it in a piece of paper.

When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. Each group were actively engaged in the activity because each of them got responsibility to complete their own topic. After the students already played the roles in front of the class, the researcher pointed out the group 1- 3 to practice the dialogue. " *Now, I will point the group to play the roles, well, Andreas would you please play the sketch story with your group for the first performance, are you ready?*" He replied " *yes Miss (he moved to the class with his group to play the sketch story)*. When the students played the roles, whenever students mispronounced some words, the researcher noted those, after they performed, the researcher gave feedback on them. While students played the roles, the researcher paid attention on them. Some students mispronounced some words. After they performed, the researcher gave correct pronunciation of those words. The students' fluency was also the matter, some of them were still hesitant in practicing the dialogue, and their vocabulary was limited. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. In the end of the lesson the teacher asked the students about their understanding to the materials that had been taught. The teacher also gave summary of the lesson. The teacher did not forget to give the prize to the students who actively joined the teaching and learning process.

#### b. 2<sup>nd</sup> Meeting

The second meeting was implemented on Wednesday 10.10-11.30 September 4, 2013. In this meeting used the second lesson plan because the teacher had not finished the activities of the second lesson plan yet. The researcher greeted the students as usual. After that, the researcher gave the chance for the collaborator to take her place first, and then the researcher asked the students' condition and students' readiness. After that, the researcher called the roll. Then the researcher began the lesson by " *any homework?*", the students replied " *we have a task Miss, masih ada grup yang belum maju kemarin Miss*" " *ok then we will continue the task, who will go first?*" the students were silent, " *c'mon who will present the task first?*" Then a students from group 5 replied " *We will present our work, Miss*". After that the students presented their task continuously. When the students did the tasks, some of them mispronounced some words, after they did the performances; the researcher gave positive comments and also correct their pronunciation. At the end of the lesson, the researcher concluded the materials. " *Ok class we have already learnt about recount text. There are some examples of it, it can be the personal experiences, someone experiences, a biography of someone, and etc. Because the time is up, I will end the class. Thank you for your participation, See you*".

# **APPENDIX B**

## **INTERVIEWS TRANSCRIPT**

1. The interview transcript with the students in the reflection of Cycle 1

Me: “Gimana tadi pelajaranya di kelas?” (*“How was the lesson?”*)

Students: “Seru mbak” (*“Great miss”*)

Me: “Kalo teknik Role Play nya?” (*“How about Role Play technique?”*)

Students: “Bagus mbak, kita seneng kalo belajarnya pakai role playing, soalnya belajarnya jadi menarik, terus juga jadi lebih aktif berbicara dan juga kita kan ngerjain semua task dari Miss bareng temen sebangku dan juga kami bisa kerja bareng grup.” (*“Its good miss, we enjoyed the technique because the teaching and learning process became more interesting, and the tasks also became easier because we did the tasks in pair work and also in group work.”*)

Students: “Juga dikasih waktu berpikir dulu mbak sebelum perform didepan kelas.” (*“We also gave think time before, we perform our task in front of the class Miss”*)

**Interview 1**

2. The interview transcript with the students in the reflection of Cycle 2

R: “Apa sajakah manfaat dari adanya Role Play dalam proses pembelajaran speaking?” (*What are the benefits of using Role Play in the speaking learning process?*).

S: “Kita jadi punya banyak kesempatan untuk latihan speaking mbak, karena itu vocabulary sama pronounciationnya juga meningkat.” (*We had many opportunities to practice speaking orally. Because of that, the vocabulary and pronounciation mastery were also improved*).

R: “Bosen gak kalau belajarnya pakai Role Play”. (*Is it boring if the learning process using Role Playtechniques?*).

S: “Gak mbak, soalnya menurut saya Role Play adalah technique yang menarik jadi malah kayak game mbak.” (*No miss; because Role Play is an interesting technique, it seems that we did a game when we used it*).

R: “Bagaimana menurut kalian dengan adanya pergantian text?” (*What is your opinion about the text switching?*).

S: “Ya gak papa Mbak, karena kita jadi punya kesempatan untuk mempresentasikan cerita yang berbeda dengan grup yang sama.” (*That’s okay Miss, because we had an opportunity to present the different text with our group*).

**Interview 2**

3. The interview transcript with the English teacher after implementing all of the actions.

R: “Menurut ibu bagaimana pengaruh dari penerapan Role Play teknik terhadap kemampuan speaking siswa?” *“(What is your opinion about the influence of using Role Play technique to the students’ speaking ability?)”*

T: “Menurut saya Role Play telah berhasil meningkatkan kemampuan speaking siswa, siswa yang dulunya malu dan takut untuk berbicara setelah adanya Role Play jadi berani dan mau untuk berpartisipasi dalam speaking. Menurut saya hal itu karena Role Play adalah teknik yang tepat untuk diimplementasikan dalam pelajaran speaking. Role Play meningkatkan interaksi antar siswa karena semua siswa mempunyai kesempatan yang sama untuk berbicara, dan karena siswa telah diberikan waktu untuk berpikir terlebih dahulu ketika mereka menjawab pertanyaan siswa dapat mempersiapkan terlebih dahulu apa yang akan mereka katakan. Dan yang paling penting adalah dengan adanya Role Play kesempatan siswa untuk berlatih speaking menjadi lebih banyak.” *“(I think Role Play had successfully improved the students’ speaking skill. After the implementation of Role Play the students that are usually afraid and shy to speak becoming brave and willing to participate in the speaking learning process. I think that is because Role Play is an appropriate technique to teach speaking. Role Play improve the students’ interaction because all of the students got the same opportunity to speak, and because the students gave the think-time first in answering the question, they can prepare what they want to speak in answering the questions. The most important thing is with Role Play the students get more opportunity to practice speaking.)”*

R: “Jadi menurut ibu kemampuan speaking siswa lebih meningkat to bu?” *“(So, you think that the students’ speaking ability is improved, don’t you?)”*

T: “Iya no mbak, buktinya sekarang anak-anak lebih mau ngomong dalam bahasa inggris, kalo dikasih tugas speaking mereka juga mau ngomong, vocabularinya juga nambah, pronounciationya juga lumayan bagus. Kalau dulu anak-anak yang pendiam terutama yang perempuan susah kalau suruh practice speaking di depan kelas, pada malu. Terus kalau pas pelajaran speaking juga kayaknya gak pada bersemangat, tapi kalau sekarang mereka lebih bersemangat, mungkin juga karena adanya pemberian reward dan penggunaan media pembelajaran yang menarik.” *“(Yes exactly, the evidence are now the students are willing to speak English. If they were given the speaking task they also want to do it. Their vocabulary was also improved. They also have a better pronounciation. Before the action was done, the shame students, especially the girls, were difficult in practicing speaking in front of the classroom, and they were also not motivated in following the speaking teaching and learning process, but now they are more motivated, perhaps it is also because the rewards given and the use of interesting media.)”*

R: “Kalau menurut ibu manfaat dari penggunaan Role Play untuk siswa apa saja bu?” *“(In your opinion, what are the benefits of using Role Play to the students?)”*

T: “Untuk siswa karena Role Play menggunakan metode pair dan group learning hal ini meningkatkan kemampuan siswa bekerja dalam kelompok, melalui diskusi siswa dapat berpikir secara aktif, serius dan kritis. Dengan Role Play juga mengurangi dominasi dari siswa yang pandai saja karena semua siswa dapat berpartisipasi dalam proses pembelajaran. Mereka juga dapat saling membantu dalam memecahkan pertanyaan atau soal yang diberikan guru.” *“(For the students, because Role Play used pair and group learning method, it can improve the students’ ability to work in group. Through discussion students can also think actively, seriously, and critically. It also reduced the domination of bright students because all of the students participated on the learning process. They also can help each other in answering the question and solve the problem.)”*

R: “Kalau manfaat untuk guru sendiri apa bu?” *“(And what are the benefits for the teacher, Mam?)”*

T: “Kalau untuk guru, guru dapat secara penuh mengawasi kegiatan belajar siswa selama mereka melakukan Role Play, guru dapat memantau apakah siswa telah benar-benar faham akan materi yang diajarkan atau masih dibutuhkan review, guru juga dapat membantu siswa apabila mereka mendapatkan kesulitan. Dengan Role Play guru juga dapat mengontrol dan menarik perhatian siswa selama mengikuti pelajaran speaking.” *“(For the teacher, she can observe all the students as they interacted in pairs and group and got an idea of whether all students understood the content or if there were areas that needed to be reviewed, the teacher can also help the students when they face some difficulties. It was also useful for the teacher to control the classroom and engaged the students' attention during speaking process.)”*

**Interview 4**



4. The interview transcript with the English teacher and collaborator after implementing all of the actions.

T: “Menurut saya ada beberapa factor yang perlu diingat untuk meningkatkan hasil selama implementasi Role Play. Pengelolaan waktu harus dilakukan dengan tepat, contohnya waktu yang diberikan pada masing-masing steps harus tepat sehingga setiap step mempunyai waktu yang sesuai. Kemudian pengelompokan siswa dalam pairwork atau groupwork juga harus diperhatikan, karena pengelompokan yang sesuai akan lebih memperlancar mereka selama melakukan performance.” *“(I think there are some factors that should be considered to improve the result of the Role Play implementation. The time management has to be arranged correctly, for example the time given for every step should be appropriate in order that every step got enough time. In grouping the students in pairs and in groups also should be watched, because the correct grouping will smooth the students' performance)”*

K: “Kalau menurut saya persiapan guru sebelum mengajar juga penting, guru harus menyiapkan materi dan latihan-latihan yang akan diberikan selama pelajaran dengan matang sehingga nantinya proses pembelajaran akan berjalan dengan lancar. Dalam memberikan penjelasan dan intruksi kepada siswa juga harus jelas dan mudah difahami sehingga siswa tidak bingung untuk meangkapnya.” *“(In my opinion the teacher preparation before teaching is also important. The teacher should prepare the materials and tasks that will be given to the students seriously so that the teaching and learning process will run smoothly. Clear and understandable explanation and instruction should be used in order to minimize students' confusion towards the learning process).”*

**Interview 5**

5. The interview transcript with the students after implementing all of the actions.

R: “Bagaimana pendapat kalian tentang penggunaan media dalam pembelajaran kemarin?” *“(What is your opinion about the use of medias in the learning process)”*

S: “Senang mbak, kita lebih semangat kalau belajarnya pakai macam-macam media kaya pakai gambar-gambar.” *“(We feel happy, miss. We are more motivated if the learning process uses many kinds of media such as pictures.)”*

R: “Kenapa memangnya?” *“(Why?)”*

S: “Ya soalnya jadi lebih faham mbak, karena ada beberapa petunjuk dalam gambar. Gambar juga bikin belajarnya jadi menarik dan gak ngebosenin.” *“(It made us understand more about the material, because there were some hints in the picture. It also made the process of learning became more interesting and not boring).”*

S: “Kalau pas lagi aktifitas Role Play, jadi kayak ada main-mainnya juga, gak yang belajar terus.” *“(Using Role Play activities was also interesting miss, so there were also games, not only learning).”*

**Interview 6**

R: “Kemudian kalau dengan adanya pemberian rewards dan credit point menurut kalian itu meningkatkan motivasi kalian untuk belajar gak?” *“(Then by being given rewards and credit point, is it increased your motivation to learn)?”*

S: “Berpengaruh pasti mbak, karena diberi hadiah kita jadi lebih aktif dalam mengikuti pelajaran, jadi anak-anak yang biasanya diam juga jadi ikut ngomong.” *“(Of course it influences us because by getting the rewards we became more active in following the learning process, and the silent students also became more active).”*

S: “Terus karena kalau yang aktif juga dapat nilai lebih kita jadi berlomba-lomba untuk lebih aktif mbak, biar nilai bahasa inggrisnya lebih bagus.” *“(Because the active students will get the good mark then we try to be active miss, in order to get the better mark).”*

**Interview 7**

# **APPENDIX C**

# **INSTRUMENTS**


## The Course Grid of the Improving Students' English Speaking Ability through Role-Plays Technique

### Standart of Competence :

- Speaking

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

4. Expressing meaning in spoken functional text and simple short monologue in the form of *descriptive* and *recount* to interact in daily life and academic context.

Basic Competency	Indicators	Learning Materials	Learning Activities	Media	Cycle/ Time
4.2 Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of <i>descriptive</i> and <i>recount</i> to interact in daily life and academic context	<ul style="list-style-type: none"> <li>Students are able to identify the generic structures of recount text.</li> <li>Students are able to identify the language features of recount text.</li> </ul>	A recount text "Going to a book store"	1. Pre-Teaching - The teacher greets and asks the students' condition. - The teacher leads the students saying a prayer. - The teacher checks the students' attendance. 2. Whilst-Teaching  Pre-activities - The teacher leads the topic	- Recount texts - Whiteboard - Board marker - The relevant pictures - Internet resources - Coursebook: ENGLISH ACTIVITIES	I/2x40' First meeting

	<ul style="list-style-type: none"> <li>• Students are able to use their imagination to make a sketch story of recount text.</li> <li>• Students are able to work in group to play the sketch story of recount text.</li> </ul>		<p>by showing a disorder picture of someone's activities and then asks them to place that picture into a good sequence.</p> <p>The teacher gives the students question: “ <i>Do you know what does the picture tell you?</i>”</p> <p>The teacher outlines the materials today.</p> <p>🌈 Whilst-activities</p> <p>The teacher asks the students to work in pairs.</p> <p>The teacher</p>	<p>BOOK 2</p> <p>for Junior High School Students Grade VIII, by Nurzaid a.</p>	
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			<p>gives the texts with incorrect order to the students .</p> <p>- The teacher asks the students try to place the parts of text into the correct order, so the story flows in a logical sequence.</p> <p>- When students are completed, the teacher gives the chance to the students to learn some vocabularies related to the given topic.</p> <p>- The teacher gives the students task to answer some</p>		
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			<p>questions based on the text orally.</p> <ul style="list-style-type: none"> <li>- The teacher gives feedback on the students' answer.</li> </ul> <p>✚ Post-activities</p> <ul style="list-style-type: none"> <li>- The teacher gives a story with the title "Going to a book store" to the students.</li> <li>- The teacher leads the students to make a group.</li> <li>- The teacher leads the students to use their imagination to make a sketch story of "Going to a book store". The</li> </ul>		
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			<p>teacher give the groups 10 minutes to understand the text.</p> <p>- The teacher give the groups 10 minutes and to discuss what will they do and what will the say in their dialogue and write it in a piece of paper.</p> <p>- The teacher asks the group to choose one of their friends who will acts as a narrator.</p> <p>- The teacher leads the students to play the skecth story in front of the class. The voluntarily</p>		
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			<p>group who willing to practice will get reward.</p> <p>The teacher gives feedback on the students' performance.</p> <p>3. Post-Teaching</p> <p>The teacher directs the students to conclude the topic today.</p> <p>The teacher and the students reflect the topic of the lesson.</p> <p>The teacher asks students difficulties.</p> <p>The teacher gives motivation to students to study.</p>		
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Basic Competency	Indicators	Learning Materials	Learning Activities	Media	Cycle/ Time
4.2 Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of <i>descriptive</i> and <i>recount</i> to interact in daily life and academic context	<ul style="list-style-type: none"> <li>Students are able to identify the generic structures of recount text.</li> <li>Students are able to identify the language features of recount text.</li> <li>Students are able to use their imagination to make a</li> </ul>	A recount text “Remarkable Experiences”	1. Pre-Teaching - The teacher greets and asks the students’ condition. - The teacher leads the students saying a prayer. - The teacher checks the students’ attendance. 2. Whilst-Teaching  Pre-activities - The teacher leads the topic by giving a picture to the students.	- Recount texts - Whiteboard - Board marker - The relevant pictures - Internet resources - Coursebook: ENGLISH ACTIVITIES BOOK 2 for Junior High School Students Grade VIII, by Nurzaida.	1/2x40’ Second meeting

	<p>sketch story of recount text.</p> <ul style="list-style-type: none"> <li>Students are able to work in group to play the sketch story of recount text.</li> </ul>		<p>The teacher gives the students question:</p> <p><i>“Do you know what does the picture tell you? There are some hints that will help you in the picture”</i></p> <p>The teacher outlines the materials today.</p> <p>✚ Whilst-activities</p> <p>The teacher asks the students to work in pairs and asks them to complete the story in task</p>		
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			<p>III.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to work in group and divide them into six groups.</li> <li>- The teacher gives the recount texts to each group.</li> <li>- The teacher asks them to identify the generic structure and language features of the text.</li> <li>- The teacher gives the chance to the students to learn</li> </ul>		
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			<p>some vocabularies related to the texts.</p> <p>The teacher asks about the students' understanding to the texts.</p> <p> Post-activities</p> <p>The teacher leads the groups to use their imagination to make a sketch story based on the texts they get before.</p> <p>The teacher give the groups 15 minutes to discuss what will they do</p>		
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			<p>and what will they say in their dialogue and write it in a piece of paper.</p> <p>The teacher asks the groups to choose one of their friends acts as a narrator.</p> <p>The teacher gives the chance to each group to play the sketched story in front of the class. Each group should play the role, so that they will get</p>	
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			<p>reward.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students from group 1 - 3 to perform in front of the class</li> <li>- The teacher asks the next groups 4-6 will present their task in the next meeting.</li> <li>- The teacher gives feedback on the students' performance .</li> </ul> <p>3. Post-Teaching</p> <ul style="list-style-type: none"> <li>- The teacher directs the students to conclude the</li> </ul>		
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			<p>topic today.</p> <p>The teacher and the students reflect the topic of the lesson.</p> <p>The teacher asks students difficulties.</p> <p>The teacher gives motivation to students to study.</p>		
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Basic Competency	Indicators	Learning Materials	Learning Activities	Media	Cycle/ Time
4.2 Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of <i>descriptive</i> and <i>recount</i>	<ul style="list-style-type: none"> <li>Students are able to identify the generic structures of recount text.</li> </ul>	A recount text “Remarkable Experiences”	<p>1. Pre-Teaching</p> <ul style="list-style-type: none"> <li>The teacher greets and asks the students’ condition.</li> <li>The teacher leads the</li> </ul>	<ul style="list-style-type: none"> <li>Recount texts</li> <li>Whiteboard</li> <li>Board marker</li> <li>The relevant pictures</li> </ul>	I/2x40’ Third meeting



to interact in daily life and academic context	<ul style="list-style-type: none"> <li>• Students are able to identify the language features of recount text.</li> <li>• Students are able to use their imagination to make a sketch story of recount text.</li> <li>• Students are able to work in group to play the sketch story of recount</li> </ul>		<p>students saying a prayer.</p> <ul style="list-style-type: none"> <li>- The teacher checks the students' attendance.</li> </ul> <p>2. Whilst-Teaching</p> <ul style="list-style-type: none"> <li>• Pre-activities</li> <li>- The teacher tells the students that they will do the activities same like the last meeting.</li> <li>- The teacher asks the students getting their group before at the last meeting.</li> <li>• Whilst-activities</li> </ul>	<ul style="list-style-type: none"> <li>- Internet resources</li> <li>- Coursebook: ENGLISH ACTIVITIES BOOK 2 for Junior High School Students Grade VIII, by Nurzaida.</li> </ul>	
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	text.		<ul style="list-style-type: none"> <li>- The teacher asks about the students' readiness.</li> <li>✚ Post-activities</li> <li>- The teacher leads the groups to use their imagination to make a sketch story based on the texts they get before.</li> <li>- The teacher give the groups 15 minutes to discuss what will they do and what will the say in their dialogue and write it in a piece of</li> </ul>	
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			<p>paper.</p> <ul style="list-style-type: none"> <li>- The teacher asks the groups to choose one of their friends acts as a narrator.</li> <li>- The teacher gives the chance to each group to play the skecth story in front of the class. Each group should play the role, so that they will get reward.</li> <li>- The teacher asks the next groups 4-6 will present their task.</li> </ul>		
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			<ul style="list-style-type: none"> <li>- The teacher gives feedback on the students' performance .</li> </ul>		
			<p>3. Post-Teaching</p> <ul style="list-style-type: none"> <li>- The teacher directs the students to conclude the topic today.</li> <li>- The teacher and the students reflect the topic of the lesson.</li> <li>- The teacher asks students difficulties.</li> <li>- The teacher gives motivation to students to study.</li> </ul>		

Basic Competency	Indicators	Learning Materials	Learning Activities	Media	Cycle/ Time
4.2 Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of <i>descriptive</i> and <i>recount</i> to interact in daily life and academic context	<ul style="list-style-type: none"> <li>Students are able to identify the generic structures of recount text.</li> <li>Students are able to identify the language features of recount text.</li> <li>Students are able to use their imagination to make a sketch</li> </ul>	A recount text “Remarkable Experiences”	1. Pre-Teaching <ul style="list-style-type: none"> <li>The teacher greets and asks the students’ condition.</li> <li>The teacher leads the students saying a prayer.</li> <li>The teacher checks the students’ attendance.</li> </ul> 2. Whilst-Teaching <ul style="list-style-type: none"> <li>Pre-activities <ul style="list-style-type: none"> <li>The teacher tells the students that they will do the activities same like the last meeting.</li> <li>The teacher</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recount texts</li> <li>Whiteboard</li> <li>Board marker</li> <li>The relevant pictures</li> <li>Internet resources</li> <li>Coursebook: ENGLISH ACTIVITIES BOOK 2 for Junior High School Students Grade VIII, by Nurzaida.</li> </ul>	II/2x40’, Fourth meeting

	<p>story of recount text.</p> <ul style="list-style-type: none"> <li>Students are able to work in group to play the skecth story of recount text.</li> </ul>		<p>asks the students getting their group before at the last meeting.</p> <p>Whilst- activities</p> <p>The teacher asks the group switch the text they get before at the last meeting with the other group.</p> <p>The teacher give the groups 10 minutes to understand their new text.</p> <p>The teacher give the groups 10 minutes and</p>		
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			<p>to discuss what will they do and what will the say in their dialogue and write it in a piece of paper.</p> <p>✚ Post-activities</p> <p>The teacher asks the groups to choose one of their friends acts as a narrator.</p> <p>The teacher gives the chance to each group to play the skecth story in front of the class. Each group should play the role,</p>		
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			<p>so that they will get reward.</p> <p>The teacher asks the students from group 1 - 3 to perform in front of the class</p> <p>The teacher asks the next groups 4-6 will present their task in the next meeting.</p> <p>The teacher gives feedback on the students' performance.</p> <p>3. Post-Teaching</p> <p>The teacher directs the students to conclude the</p>		
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			<p>topic today.</p> <p>The teacher and the students reflect the topic of the lesson.</p> <p>The teacher asks students difficulties.</p> <p>The teacher gives motivation to students to study.</p>		
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Basic Competency	Indicators	Learning Materials	Learning Activities	Media	Cycle/Time
4.2 Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of <i>descriptive</i> and <i>recount</i> to interact in daily life and	<ul style="list-style-type: none"> <li>Students are able to identify the generic structures of recount text.</li> <li>Students</li> </ul>	A recount text “Remarkable Experiences”	<ol style="list-style-type: none"> <li>Pre-Teaching <ul style="list-style-type: none"> <li>The teacher greets and asks the students’ condition.</li> <li>The teacher leads the students</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Recount texts</li> <li>Whiteboard</li> <li>Board marker</li> <li>The relevant pictures</li> <li>Internet</li> </ul>	II/2x40’, Fifth meeting

academic context	<p>are able to identify the language features of recount text.</p> <ul style="list-style-type: none"> <li>• Students are able to use their imagination to make a sketch story of recount text.</li> <li>• Students are able to work in group to play the sketch story of recount text.</li> </ul>		<p>saying a prayer.</p> <ul style="list-style-type: none"> <li>- The teacher checks the students' attendance.</li> </ul> <p>2. Whilst-Teaching</p> <ul style="list-style-type: none"> <li>• Pre-activities</li> <li>- The teacher tells the students that they will do the activities same like the last meeting.</li> <li>- The teacher asks the students getting their group before at the last meeting.</li> <li>• Whilst-activities</li> <li>- The teacher</li> </ul>	<p>resources</p> <ul style="list-style-type: none"> <li>- Coursebook: ENGLISH ACTIVITIES BOOK 2 for Junior High School Students Grade VIII, by Nurzaida.</li> </ul>	
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			<p>asks about the students' readiness.</p> <p>✚ Post-activities</p> <ul style="list-style-type: none"> <li>- The teacher asks the groups to choose one of their friends acts as a narrator.</li> <li>- The teacher gives the chance to each group to play the skecth story in front of the class. Each group should play the role, so that they will get reward.</li> </ul>		
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			<ul style="list-style-type: none"> <li>- The teacher asks the next groups 4-6 will present their task.</li> <li>- The teacher gives feedback on the students' performance .</li> </ul>		
			<p>3. Post-Teaching</p> <ul style="list-style-type: none"> <li>- The teacher directs the students to conclude the topic today.</li> <li>- The teacher and the students reflect the topic of the lesson.</li> <li>- The teacher asks students difficulties.</li> </ul>		

			- The teacher gives motivation to students to study.		
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## LESSON PLAN

School : SMP N 15 YOGYAKARTA  
Class/Semester : VIII D / 1  
Subject : English

### Standard of Competence

4. Expressing meaning in spoken functional text and simple short monologue in the form of *descriptive* and *recount* to interact in daily life and academic context.

### Basic Competence

4.2. Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of *descriptive* and *recount* to interact in daily life and academic context.

### Indicators

1. Students are able to identify the generic structures of recount text.
2. Students are able to identify the language features of recount text.
3. Students are able to use their imagination to make a sketch story of recount text.
4. Students are able to work in group to play the sketch story of recount text.

### Objectives

In the end of the lesson, after doing some activities, students are expected to be able to express and respond orally, accurately, fluently, and acceptably to the simple monologue text of recount.

**Text** : Recount text

**Theme** : Going to a book store

**Aspect/Skill** : Speaking

**Time allocation** : 2 x 40 minutes


**Date of implication** : 21 August 2013

A. Teaching and Learning Materials

1. Recount text
2. Generic structures of recount text
3. Language features :
  - Use of nouns and pronouns to state the person, animal or thing involved.
  - Use of action verbs.
  - Use of past tense.
  - Use of conjunctions and time connectives to order events.
  - Use of adverb to tell place, time and manner.
  - Use of adjectives to describe nouns.
4. Vocabularies related to the theme
5. Pictures

B. Teaching Methods / Technique: Three-Phase Technique

C. Teaching Stages

4. Pre-Teaching
  - The teacher greets and asks the students' condition.
  - The teacher leads the students saying a prayer.
  - The teacher checks the students' attendance.
5. Whilst-Teaching
  -  Pre-activities
    - The teacher leads the topic by showing a disorder picture of someone's activities and then asks them to place that picture into a good sequence.

- The teacher gives the students question: “ *Do you know what does the picture tell you?*”
- The teacher outlines the material today.

#### Whilst-activities

- The teacher asks the students to work in pairs.
- The teacher gives the texts with incorrect order to the students.
- The teacher asks the students try to place the parts of text into the correct order, so the story flows in a logical sequence.
- When students are completed, the teacher gives the chance to the students to learn some vocabularies related to the given topic.
- The teacher gives the students task to answer some questions based on the text orally.
- The teacher gives feedback on the students’ answer.

#### Post-activities

- The teacher gives a story with the title “Going to a book store” to the students.
- The teacher leads the students to make a group.
- The teacher leads the students to use their imagination to make a sketch story of “Going to a book store”. The teacher give the groups 10 minutes to understand the text.
- The teacher give the groups 10 minutes and to discuss what will they do and what will they say in their dialogue and write it in a piece of paper.
- The teacher asks the group to choose one of their friends who will acts as a narrator.
- The teacher leads the students to play the sketch story in front of the class. The voluntarily group who willing to practice will get reward.
- The teacher gives feedback on the students’ performance.

### 6. Post-Teaching



- The teacher directs the students to conclude the topic today.
- The teacher and the students reflect the topic of the lesson.
- The teacher asks students difficulties.
- The teacher gives motivation to students to study.
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#### D. Teaching and Learning Sources / Media

- Recount texts
- Whiteboard
- Board marker
- The relevant pictures
- Internet resources
- Coursebook: ENGLISH ACTIVITIES BOOK 2 for Junior High School Students Grade VIII, by Nurzaida.

#### E. ASSESSMENTS

##### 1. Assesment Indicator

- Technique : Oral testand performance
- Form : Penampilan
- Instruments : materials (task I and II)

##### 2. Speaking Assesment Rubric (oral Test)

Aspects	A range of score	Score
Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Fluency (speaking at normal speed, without hesitation,too many stops adn pauses, oneself correction and the smooth use of)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4

Vocabulary (Rich vocabulary, idioms either in formal or informal conversations, can understand the conversations)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Comprehension (Understand any conversation context, without repetition, slowed speech, or paraphrase)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4

Students' mark:  $\frac{\text{score (P + F + V + C)}}{4}$

4

Yogyakarta,.....2013

English teacher

Researcher

(Daruning Kurniati, S.Pd)

(Mar'atus Solihah)

## LESSON PLAN

School : SMP N 15 YOGYAKARTA  
Class/Semester : VIII D / 1  
Subject : English

### Standard of Competence

4. Expressing meaning in spoken functional text and simple short monologue in the form of *descriptive* and *recount* to interact in daily life and academic context.

### Basic Competence

4.2. Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of *descriptive* and *recount* to interact in daily life and academic context.

### Indicators

5. Students are able to identify the generic structures of recount text.
6. Students are able to identify the language features of recount text.
7. Students are able to use their imagination to make a sketch story of recount text.
8. Students are able to work in group to play the sketch story of recount text.

### Objectives

In the end of the lesson, after doing some activities, students are expected to be able to express and respond orally, accurately, fluently, and acceptably to the simple monologue text of recount.

**Text** : Recount text

**Theme** : Remarkable Experiences

**Aspect/Skill** : Speaking

**Time allocation** : 2 x 40 minutes

**Date of implication** : 24 and 28 August 2013

**F. Teaching and Learning Materials**

6. Recount text

7. Generic structures of recount text

8. Language features :

- Use of nouns and pronouns to state the person, animal or thing involved.
- Use of action verbs.
- Use of past tense.
- Use of conjunctions and time connectives to order events.
- Use of adverb to tell place, time and manner.
- Use of adjectives to describe nouns.

9. Vocabularies related to the theme

10. Pictures

**G. Teaching Methods / Technique: Three - Phase Technique**

**H. Teaching Stages**

7. Pre-Teaching

- The teacher greets and asks the students' condition.
- The teacher leads the students saying a prayer.
- The teacher checks the students' attendance.

8. Whilst-Teaching



Pre-activities

- The teacher leads the topic by giving a picture to the students.

- The teacher gives the students question: *“Do you know what does the picture tell you? There are some hints that will help you in the picture”*
- The teacher outlines the materials today.

#### Whilst-activities

- The teacher asks the students to work in pairs and asks them to complete the story in task III.
- The teacher asks the students to work in group and divide them into six groups.
- The teacher gives the recount texts to each group.
- The teacher asks them to identify the generic structure and language features of the text.
- The teacher gives the chance to the students to learn some vocabularies related to the texts.
- The teacher asks about the students' understanding to the texts.

#### Post-activities

- The teacher leads the groups to use their imagination to make a sketch story based on the texts they get before.
- The teacher give the groups 15 minutes to discuss what will they do and what will they say in their dialogue and write it in a piece of paper.
- The teacher asks the groups to choose one of their friends acts as a narrator.
- The teacher gives the chance to each group to play the sketch story in front of the class. Each group should play the role, so that they will get reward.
- The teacher asks the students from group 1 - 3 to perform in front of the class

- The teacher asks the next groups 4-6 will present their task in the next meeting.
- The teacher gives feedback on the students' performance.

#### 9. Post-Teaching

- The teacher directs the students to conclude the topic today.
- The teacher and the students reflect the topic of the lesson.
- The teacher asks students difficulties.
- The teacher gives motivation to students to study.

#### I. Teaching and Learning Sources / Media

- Recount texts
- Whiteboard
- Board marker
- The relevant pictures
- Internet resources
- ENGLISH ACTIVITIES BOOK 2 for Junior High School Students Grade VIII, by Nurzaida.

#### J. ASSESSMENTS

##### 3. Assesment Indicator

- Technique : Oral test and performance
- Form : Penampilan
- Instruments : materials (texts --- task III )

##### 4. Speaking Assesment Rubric (oral Test)

Aspects	A range of score	Score
Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4

Fluency (speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Vocabulary (Rich vocabulary, idioms either in formal or informal conversations, can understand the conversations)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Comprehension (Understand any conversation context, without repetition, slowed speech, or paraphrase)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4

Students' mark:  $\frac{\text{score (P + F + V + C)}}{4}$

4

Yogyakarta,.....20

13

English teacher

Researcher

(Daruning Kurniati, S.Pd)  
Solihah)

(Mar'atus

## LESSON PLAN

School : SMP N 15 YOGYAKARTA  
Class/Semester : VIII D/ 1  
Subject : English

### Standard of Competence

4. Expressing meaning in spoken functional text and simple short monologue in the form of *descriptive* and *recount* to interact in daily life and academic context.

### Basic Competence

4.2. Expressing meaning in a simple short monologue using spoken language accurately, fluently, and acceptably in the form of *descriptive* and *recount* to interact in daily life and academic context.

### Indicators

9. Students are able to identify the generic structures of recount text.
10. Students are able to identify the language features of recount text.
11. Students are able to use their imagination to make a sketch story of recount text.
12. Students are able to work in group to play the sketch story of recount text.

### Objectives

In the end of the lesson, after doing some activities, students are expected to be able to express and respond orally, accurately, fluently, and acceptably to the simple monologue text of recount.

**Text** : Recount text

**Theme** : Remarkable Experiences



**Aspect/Skill** : Speaking

**Time allocation** : 2 x 40 minutes

**Date of implication** : 31 August and 4 September 2013

**K. Teaching and Learning Materials**

11. Recount text

12. Generic structures of recount text

13. Language features :

- Use of nouns and pronouns to state the person, animal or thing involved.
- Use of action verbs.
- Use of past tense.
- Use of conjunctions and time connectives to order events.
- Use of adverb to tell place, time and manner.
- Use of adjectives to describe nouns.

14. Vocabularies related to the theme

15. Pictures


**L. Teaching Methods / Technique: Three – Phase Technique**

**M. Teaching Stages**

10. Pre-Teaching

- The teacher greets and asks the students' condition.
- The teacher leads the students saying a prayer.
- The teacher checks the students' attendance.

11. Whilst-Teaching

 Pre-activities

- The teacher tells the students that they will do the activities same like the last meeting.
- The teacher asks the students getting their group before at the last meeting.

#### Whilst-activities

- The teacher asks the group switch the text they get before at the last meeting with the other group.
- The teacher give the groups 10 minutes to understand their new text.
- The teacher give the groups 10 minutes and to discuss what will they do and what will the say in their dialogue and write it in a piece of paper.

#### Post-activities

- The teacher asks the groups to choose one of their friends acts as a narrator.
- The teacher gives the chance to each group to play the sketch story in front of the class. Each group should play the role, so that they will get reward.
- The teacher asks the students from group 1 - 3 to perform in front of the class
- The teacher asks the next groups 4-6 will present their task in the next meeting.
- The teacher gives feedback on the students' performance.

#### 12. Post-Teaching

- The teacher directs the students to conclude the topic today.
- The teacher and the students reflect the topic of the lesson.
- The teacher asks students difficulties.
- The teacher gives motivation to students to study.

#### N. Teaching and Learning Sources / Media

- Recount texts
- Whiteboard
- Board marker
- The relevant pictures
- Internet resources

- ENGLISH ACTIVITIES BOOK 2 for Junior High School Students  
Grade VIII, by Nurzaida

O. ASSESSMENTS

5. Assesment Indicator

- Technique : Oral testand performance
- Form : Penampilan
- Instruments : materials (texts --- task IV)

6. Speaking Assesment Rubric (oral Test)

Aspects	A range of score	Score
Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Fluency (speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Vocabulary (Rich vocabulary, idioms either in formal or informal conversations, can understand the conversations)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4
Comprehension (Understand any conversation context, without repetition, slowed speech, or paraphrase)	Very good	8
	Good	7
	Moderate	6
	Poor	5
	Very poor	4

Students' mark:  $\frac{\text{score (P + F + V + C)}}{4}$

4

Yogyakarta,.....2013

English teacher

Researcher

Daruning Kurniati, S.Pd

Mar'atus Solihah



# TEACHING MATERIALS



# Recount Text

## WHAT IS RECOUNT TEXT?



- ☞ Is a text used to retell the past experience
- ☞ When we talk / write about past events we are giving a *recount*.
- ☞ Recount is used to write our daily experience.
- ☞ We use recount in : Diary book, letter or E-mail, biography, history etc.
- ☞ The purpose/ social function is to inform or entertain the reader

## GENERIC STRUCTURE OF RECOUNT TEXT



There are three parts of a *recount* text.

❧ **1. Orientation**

explains setting (when, where) and the participants/character (who) happening in the passage at the beginning

❧ **2. Events**

Event explains a series of happenings in temporal sequence (from the beginning until the end)

❧ **3. Reorientation**

Describes what happens in the end of the story or conclusion of the story



## Example of recount text:

### GOING TO A BOOK STORE

*Orientation* Last week I went to a book store with my brother. We wanted to buy some books and comics. We went there by a motorcycle. First we left home at 4 P.M. The traffic to the book store was not crowded. The book store was not so far from our house. After 25 minutes, we arrived at the book store.

*Events* There were many people at the book store. I saw there were some people choosing kinds of books, magazines, comics, etc. There were many kinds of books at the book store. They were arranged on book shelves. Some people read in front of the shelves. We chose some books and comics we needed and went to cashier. After that we went to a restaurant for having meal. I ordered meat-balls and a soft drink. My brother ordered fried noodle and a soft drink too.

*Reorientation* Finally we went home in the evening. We arrived home at 7.15 P.M. We left very tired but we were happy.

## LANGUAGE FEATURES OF RECOUNT TEXT

- ◉ Use of nouns and pronouns to state the person, animal or thing involved.
- ◉ Use of action verbs.
- ◉ Use of past tense.
- ◉ Use of conjunctions and time connectives to order events, happenings or activities, i.e. and, but, then, after that, etc.
- ◉ Use of adverb to tell place, time and manner, i.e. yesterday, at my house, slowly, etc.
- ◉ Use of adjectives to describe nouns, i.e. beautiful, funny, big, etc.

## ... LANGUAGE FEATURES

### ◉ ACTION VERBS

#### - Simple Past Tense Using Verb "TO BE"

Positive	Negative	Question
I was	I was not	Was I...?
You were	You were not	Were...?
We were	We were not	Were we...?
They were	They were not	Were they...?
She was	She was not	Was she...?
He was	He was not	Was he...?
It was	It was not	Was it...?

- Simple Past Tense Using Regular verbs

Verb I	Verb II
Like	Liked
Study	Studied
Stop	Stopped
Play	Played
Walk	Walked

- Form (example):

I, You We, They She, He, It	Walked
-----------------------------------	--------

- Irregular verbs

Verb I	Verb II
Read	Read
Write	Wrote
Eat	Ate
Drink	Drank
Do	Did
Sleep	Slept
Think	Thought
Go	Went
Take	Took

- Form:

I / You? We / They / She / He / It + verb 2 = 0
---

## CONJUNCTIONS AND TIME CONNECTIVES

After
Before
As
Until/till
After that
As soon as
At first
First, second, third ...
Suddenly
When while
At the time
Then at the moment

### Use of adverb of time

- Yesterday
- The day before yesterday
- Just now
- Last night, last Sunday, last....
- Two days ago, three days ago,.....ago

A biography is also a recount text.

### R.A. Kartini



Every April 21 people in Indonesia commemorate the Kartini Day. It is a beautiful day for women because we celebrate the birth of the great lady R.A. Kartini. Everyone knows who Kartini is, she is our national heroine and a great lady with a bright idea.

Kartini was born on April 21, 1879 in Mayong, Jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in Mayong. Her mother, Ma Ngasirah, was a girl from Teluk Awur village in Jepara as the daughter of a noble family, she felt lucky because she got more than the ordinary people got. She got better education than other children. In November 12, 1903 she married Adipati Djayadiningrat, the head of Rembang regency. According to Javanese tradition, Kartini had to follow her husband, then she moved to Rembang.

In September 13, 1904 she gave birth to her son. His name was Singgih. But after giving birth to a son, her condition was getting worse and she finally passed away on September 17, 1904, at the age of 25.

Now Kartini has gone, but her spirit and dream will always be in our hearts. Nowadays, Indonesian women's progress is influenced by Kartini's spirit, stated in her collection of letters "Habis gelap terbitlah terang".



Source: *English Activities Book 2 for Junior High School Grade VIII*

## LEARNING MEDIA



Taken from: <http://www.slideshare.net/azkhaz/recount-text>





Taken from: *English Activities Book 2 for Junior High School Grade VIII*

## TASK I

### I. Arrange these paragraphs into a good text.

- ☞ Finally I found the book after looking for about one hour. After that, I went to cashier to pay the book. The price was not too expensive. It was just twenty thousand rupiah.
- ☞ After I arrived there, I looked for my favorite books, English book!. I saw many interesting book there but I was looking for book entitled "English is Fun".
- ☞ Yesterday, I went to a "Banjar Book Store". It was a famous book store in banjarharjo. We can find many good books there. I went there by bike because it was not too far from my house. I departed from my house at 4 pm.
- ☞ I arrived at home at 6pm. I couldn't wait no longer to read the book I just bought. I thought that hunting a book is very interesting. Did you think the same?

**II. Answer the questions based on the passage orally.**

1. Where did the writer go?
2. Where was the book store located?
3. When did the writer leave his house?
4. What was the book looked by the writer?
5. Were there many interesting book in the book store?

## TASK II

Work in group. Read the passage below and then use your imagination to make a sketch story of this text. Imagine that you and your friend act as the people at that story.

◎ Rules:

- Choose one of your friends who will acts as a narrator.
- Play the skecth in front of the class.

### GOING TO A BOOK STORE

Last week I went to a book store with my brother. We wanted to buy some books and comics. We went there by a motorcycle. First we left home at 4 P.M. The traffic to the book store was not crowded. The book store was not so far from our house. After 25 minutes, we arrived at the book store.

There were many people at the book store. I saw there were some people choosing kinds of books, magazines, comics, etc. There were many kinds of books at the book store. They were arranged on book shelves. Some people read in front of the shelves. We chose some books and comics we needed and went to cashier. After that we went to a restaurant for having meal. I ordered meat-balls and a soft drink. My brother ordered fried noodle and a soft drink too.

Finally we went home in the evening. We arrived home at 7.15 P.M. We left very tired but we were happy.

### Task III

Complete the following story with *was* and *were*. You may use your dictionary if you find some difficult words.

It was a beautiful day. The sun 1\_\_\_\_\_ hot and the sky 2\_\_\_\_\_ blue. John and Lindsay 3\_\_\_\_\_ on the beach. They 4\_\_\_\_\_ with two children. The children 5\_\_\_\_\_ in the sea. The sea 6\_\_\_\_\_ a bit cold but the children 7\_\_\_\_\_ happy. There 8\_\_\_\_\_ lots of other children in the sea too. Some of them 9\_\_\_\_\_ in the water with their parents. John and Lindsay 10\_\_\_\_\_ on the sand and John 11\_\_\_\_\_ asleep with a book on his face. But suddenly there 12\_\_\_\_\_ gray clouds all over the sky and the sun 13\_\_\_\_\_ not hot anymore. The beautiful weather 14\_\_\_\_\_ finished and there 15\_\_\_\_\_ wet picnics and wet people everywhere. A British summer holiday!

## TASK IV

Work with your group. Read the story that you received from your teacher and then use your imagination to make a sketch story of this text. Imagine that you and your friend act as the people at that story.

✓ Roles:

- Choose one of your friends who will acts as a narrator.
- Make a short dialogue based on the story.
- Play the skecth in front of the class.

## MY UNFORTUNATES

Last weekend was my bad day ever. Many good things were coming toward me.

When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. So I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on a soap in the floor and feel down. A perfect morning hi for me. Next, I began my jogging and saw my gorgeous neighbor, jogging to. I though it was a good fortune to omit the gap between us. So I jogged to him and say hello. But, how poor of me, it was not him. It just someone I never met before who looked like him. I was going home with people laugh at me along side of the street.

When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meal have not ready yet and she said that I may have a stomachache if I ate it. It was proven, I had a stomachache for the next three days.

I past my weekend lie down on me bed and be served as a queen. That was not really bad, wasn't it.

Source: <http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>

## MY BUSY DAY

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

Source: <http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>



## MY HOLIDAY...UNPREDICTABLE BUT FUN

It was Sunday, the end of my holiday indeed, when friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no any confirmation before.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were out. But not arrived yet. We tried to find a store to buy some food and drink as our provisions. After we got them, we continued our trip to Boyolali. Well, it took approximately two hours to get there.

In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. After that, according to the plan, we had to continue our trip to go to Tlatar. But, my friend's mother asked us to take some fruit as gift. The fruit such as mangoes, rambutans and guava. It was out of our meant, but we accepted it. Of course, moreover, they could complete our provisions, right?

After we got a lot of gift, we went to Tlatar, a special nature park and pond in Boyolali. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. Furthermore, we could feel the fresh air which was difficult to be found

in Semarang. In Tlatar, we could swim and fishing. While some of us were swimming, the others were fishing or just enjoyed the view. We also ordered some food and drink.

The other and the last place we visited was Badhe Dam. It was big dam in Boyolali. We got there when it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky were really a wonderful mixture of nature. We relaxed and felt calm. And did not forget to take pictures together.

At six, we realized that it was getting to dark, we had to back to Semarang. So, we decided to departed right away. We were very glad and enjoyed our trip together. We would never forget it.

Source: <http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>

## **MY VACATION WITH MY BELOVED SISTER AND MY FRIEND**

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my friend, Lulu, to join us going to the beach. She agreed to join and she came to my house. After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, my friend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

Source: <http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>

## LATENESS

Last morning, Dinar, my roommate woke up late and she had to go to campus.

When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.

She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.

Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

Source: <http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>

## **A Trip To Borobudur Temple**

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. I and my cousins (Mbak Yuni and Mbak Maya) went there early morning. We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. We arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist. We went back at 04:30 in the evening. It was a very interesting vacation.

Source: <http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>

**Cycle 1 (2<sup>nd</sup> and 3<sup>rd</sup> meeting)**

**Date of implication: 24 and 28 August 2013**

**Text: Recount text**

**Theme : Remarkable Experiences**

<b>Group 1</b> <b>“MY UNFORTUNATES”</b>	<b>Group 4</b> <b>“MY VACATION WITH MY BELOVED SISTER AND MY FRIEND”</b>
<ol style="list-style-type: none"><li>1. Adia Islami Permono</li><li>2. Adisya Resti Rahmadanti</li><li>3. Afifa Dewi Larashati</li><li>4. Afifah Kusuma A.</li><li>5. Albertus Bambang Dian A.A.</li><li>6. Alfanda Resta Mareta D.D.S</li><li>7. Amanda Regita Maharani</li><li>8. Andika Zidane Eldaputra</li></ol>	<ol style="list-style-type: none"><li>1. Rahmaningrum Niananda M.</li><li>2. Raisa Permata Sari</li><li>3. RaisahHulaiamah Nashruddin</li></ol>
<b>Group 2</b> <b>“MY BUSY DAY”</b>	<b>Group 5</b> <b>“LATENESS”</b>
<ol style="list-style-type: none"><li>1. Andreas Ristanto Wibowo</li><li>2. Aulia Intan Maghfirotika U.</li><li>3. Devia Farida Rahmadanti</li><li>4. Dika Semesta</li><li>5. Erina Budi Ventadewi</li><li>6. Faranisaningrum Kartika A.</li><li>7. Gusfika Yusuf Nurafif D.</li><li>8. Hindun Nur Anisah</li><li>9. Jihan Rizka Syafifa L.A</li><li>10. Judanti Cahyaning Tyas</li></ol>	<ol style="list-style-type: none"><li>1. Regina Cahyani</li><li>2. Satya Damma</li><li>3. Sri Yuwaningtyas Sukma Putri</li></ol>
<b>Group 3</b> <b>“MY HOLIDAY...UNPREDICTABLE BUT FUN”</b>	<b>Group 6</b> <b>“A TRIP TO BOROBUDUR TEMPLE”</b>
<ol style="list-style-type: none"><li>1. Kirana Raditya</li><li>2. Muftazar Ilham Yudhistira</li><li>3. Muhammad Andy Al-Fariz</li><li>4. Muhammad Valentino Al F.</li><li>5. Muhti’a Syarifah</li><li>6. Nabila Hanum Pertiwi</li><li>7. Oktarias Fatmawati</li></ol>	<ol style="list-style-type: none"><li>1. Talia Dika Cahyanisa</li><li>2. Yossua Yudita</li><li>3. Yudha Epsen Setyawan</li></ol>

**Cycle 2 (4<sup>th</sup> and 5<sup>th</sup> meeting)**

**Date of implication: 31 August and 4 September 2013**

**Text: Recount text**

**Theme : Remarkable Experiences**

<b>Group 1</b> <b>“MY BUSY DAY”</b>	<b>Group 4</b> <b>“A TRIP TO BOROBUDUR TEMPLE”</b>
Adia Islami Permono Adisya Resti Rahmadanti Afifa Dewi Larashati Afifah Kusuma A. Albertus Bambang Dian A.A. Alfanda Resta Mareta D.D.S Amanda Regita Maharani Andika Zidane Eldaputra	Rahmaningrum Niananda M. Raisa Permata Sari RaisahHulaiamah Nashruddin
<b>Group 2</b> <b>“MY HOLIDAY...UNPREDICTABLE BUT FUN”</b>	<b>Group 5</b> <b>“MY VACATION WITH MY BELOVED SISTER AND MY FRIEND”</b>
Andreas Ristanto Wibowo Aulia Intan Maghfirotika U. Devia Farida Rahmadanti Dika Semesta Erina Budi Ventadewi Faranisaningrum Kartika A. Gusfekar Yusuf Nurafif D. Hindun Nur Anisah Jihan Rizka Syafifa L.A Judanti Cahyaning Tyas	Regina Cahyani Satya Damma Sri Yuwaningtyas Sukma Putri
<b>Group 3</b> <b>“MY UNFORTUNATES”</b>	<b>Group 6</b> <b>“LATENESS”</b>
Kirana Raditya Muftazar Ilham Yudhistira Muhammad Andy Al-Fariz Muhammad Valentino Al F. Muhti’a Syarifah Nabila Hanum Pertiwi Oktarias Fatmawati	Talia Dika Cahyanisa Yossua Yudita Yudha Epsen Setyawan

**APPENDIX D**

**THE STUDENTS' SCORE**

**PERFORMANCES IN CYCLE 1**

**AND CYCLE 2**



## SMP NEGERI 15 YOGYAKARTA

Class : VIII D

Nomor	Nama
1.	Adia Islami Permono
2.	Adisya Resti Rahmadanti
3.	Afifa Dewi Larashati
4.	Afifah Kusuma A.
5.	Albertus Bambang Dian A.A.
6.	Alfanda Resta Mareta D.D.S
7.	Amanda Regita Maharani
8.	Andika Zidane Eldaputra
9.	Andreas Ristanto Wibowo
10.	Aulia Intan Maghfirotika U.
11.	Devia Farida Rahmadanti
12.	Dika Semesta
13.	Erina Budi Ventadewi
14.	Faranisaningrum Kartika A.
15.	Gusfikar Yusuf Nurafif D.
16.	Hindun Nur Anisah
17.	Jihan Rizka Syafifa L.A
18.	Judanti Cahyaning Tyas
19.	Kirana Raditya
20.	Muftazar Ilham Yudhistira
21.	Muhammad Andy Al-Fariz
22.	Muhammad Valentino Al F.
23.	Muhti'a Syarifah
24.	Nabila Hanum Pertiwi
25.	Oktarias Fatmawati
26.	Rahmaningrum Niananda M.
27.	Raisa Permata Sari
28.	RaisahHulaiamah Nashruddiin
29.	Regina Cahyani
30.	Satya Damma
31.	Sri Yuwaningtyas Sukma Putri
32.	Talia Dika Cahyanisa
33.	Yossua Yudita
34.	Yudha Epsen Setyawan

No.	Kelompok Nama Siswa	Aspects				Total Mark	Score
	Kelompok I	P	F	V	C		
35.	Adia Islami Permono	7	7	7	6	27	6,75
36.	Adisya Resti Rahmadanti	6	6	6	6	24	6
37.	Afifa Dewi Larashati	7	7	6	6	26	6,5
38.	Afifah Kusuma A.	6	6	6	6	24	6
39.	Albertus Bambang Dian A.A.	6	6	5	5	22	5,5
40.	Alfanda Resta Mareta D.D.S	6	6	6	6	24	6
41.	Amanda Regita Maharani	6	6	6	6	24	6
42.	Andika Zidane Eldaputra	7	7	6	6	26	6,5
	<b>Kelompok II</b>						
43.	Andreas Ristanto Wibowo	6	6	6	6	24	6
44.	Aulia Intan Maghfirotika U.	6	6	6	6	24	6
45.	Devia Farida Rahmadanti	6	6	5	5	22	5,5
46.	Dika Semesta	7	7	7	6	27	6,75
47.	Erina Budi Ventadewi						
48.	Faranisaningrum Kartika A.	6	6	6	6	24	6
49.	Gusfekar Yusuf Nurafif D.	7	7	6	6	26	6,5
50.	Hindun Nur Anisah	6	6	5	5	22	5,5
51.	Jihan Rizka Syafifa L.A	6	6	6	6	24	6
52.	Judanti Cahyaning Tyas	6	6	7	7	26	6,5
	<b>Kelompok 3</b>						
53.	Kirana Raditya	6	6	6	6	24	6
54.	Muftazar Ilham	5	5	5	5	20	5

	Yudhistira						
55.	Muhammad Andy Al-Fariz	7	7	7	6	27	6,75
56.	Muhammad Valentino Al F.	6	6	6	6	24	6
57.	Muhti'a Syarifah	7	7	6	6	26	6,5
58.	Nabila Hanum Pertiwi	6	6	7	7	26	6,5
59.	Oktarias Fatmawati	6	6	6	6	24	6
	<b>Kelompok 4</b>						
60.	Rahmaningrum Niananda M.	7	7	6	6	26	6,5
61.	Raisa Permata Sari	7	7	6	6	26	6,5
62.	RaisahHulaiamah Nashruddin	6	6	6	6	24	6
	<b>Kelompok 5</b>						
63.	Regina Cahyani	7	7	6	6	26	6,5
64.	Satya Damma	6	6	6	6	24	6
65.	Sri Yuwaningtyas Sukma Putri	7	7	6	6	26	6,5
	<b>Kelompok 6</b>						
66.	Talia Dika Cahyanisa	6	6	6	6	24	6
67.	Yossua Yudita	6	6	7	7	26	6,5
68.	Yudha Epsen Setyawan	6	6	6	6	24	6

**P: pronunciation**

**F: Fluency**

**V: Vocabulary**

**C: Comprehension**

No.	Kelompok Nama Siswa	Aspects				Total Mark	Score
	Kelompok I	P	F	V	C		
1.	Adia Islami Permono	8	7	7	7	29	7,25
2.	Adisya Resti Rahmadanti	6	7	7	7	27	6,75
3.	Afifa Dewi Larashati	7	7	7	7	28	7
4.	Afifah Kusuma A.	7	7	7	7	28	7
5.	Albertus Bambang Dian A.A.	6	6	7	6	25	6,25
6.	Alfanda Resta Mareta D.D.S	6	7	7	7	27	6,75
7.	Amanda Regita Maharani	6	7	7	7	27	6,75
8.	Andika Zidane Eldaputra	7	7	7	7	28	7
	<b>Kelompok II</b>						
9.	Andreas Ristanto Wibowo	7	6	6	7	26	6,5
10.	Aulia Intan Maghfirotika U.	7	7	7	7	28	7
11.	Devia Farida Rahmadanti	6	6	6	6	24	6
12.	Dika Semesta	8	7	7	7	29	7,25
13.	Erina Budi Ventadewi						
14.	Faranisaningrum Kartika A.	6	6	7	6	25	6,25
15.	Gusfekar Yusuf Nurafif D.	7	7	7	6	27	6,75
16.	Hindun Nur Anisah	6	6	6	6	24	6
17.	Jihan Rizka Syafifa L.A	6	6	7	6	25	6,25
18.	Judanti Cahyaning Tyas	7	7	7	6	27	6,75
	<b>Kelompok 3</b>						
19.	Kirana Raditya	7	7	7	6	27	6,75
20.	Muftazar Ilham Yudhistira	6	6	7	6	25	6,25

21.	Muhammad Andy Al-Fariz	8	7	7	7	29	7,25
22.	Muhammad Valentino Al F.	6	6	6	6	24	6
23.	Muhti'a Syarifah	7	7	6	6	26	6,5
24.	Nabila Hanum Pertiwi	6	6	7	7	26	6,5
25.	Oktarias Fatmawati	6	6	7	6	25	6,25
	<b>Kelompok 4</b>						
26.	Rahmaningrum Niananda M.	7	7	7	7	28	7
27.	Raisa Permata Sari	8	7	7	7	29	7,25
28.	RaisahHulaiahmah Nashruddin	7	7	7	6	27	6,75
	<b>Kelompok 5</b>						
29.	Regina Cahyani	8	7	7	7	29	7,25
30.	Satya Damma	7	7	7	7	28	7
31.	Sri Yuwaningtyas Sukma Putri	7	7	7	6	27	6,75
	<b>Kelompok 6</b>						
32.	Talia Dika Cahyanisa	7	7	7	6	27	6,75
33.	Yossua Yudita	8	7	7	7	29	7,25
34.	Yudha Epsen Setyawan	7	7	7	7	28	7

**P: pronunciation**

**F: Fluency**

**V: Vocabulary**

**C: Comprehension**

# APPENDIX E

# PHOTOGRAPHS

## PHOTOGRAPHS



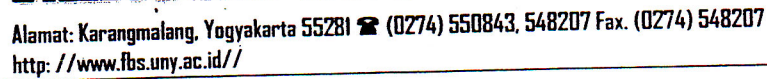






# APPENDIX F

## RESEARCH LICENSES



1. Kepala SMPN 15 Yogyakarta





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/4905/N/6/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY  
Tanggal : 05 Juni 2013

Nomor : 0556d/UN.34.12/DT/V/2013  
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : MAR'ATUS SOLIHAH  
Alamat : KARANGMALANG, YOGYAKARTA  
Judul : IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY THROUGH ROLE-PLAYS TO THE EIGHT GRADE STUDENTS OF SMPN 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014  
Lokasi : SMPN 15 YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA  
Waktu : 10 Juni 2013 s/d 10 September 2013

NIP/NIM : 06202241002

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

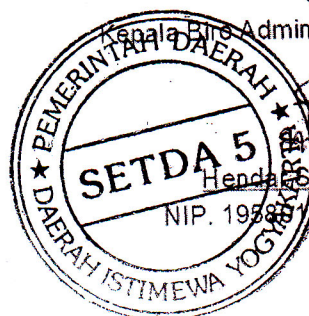
Dikeluarkan di Yogyakarta

Pada tanggal 10 Juni 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY

